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BRITISH BOYS
THEIR TRAINING AND PROSPECTS



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BRITISH BOYS

THEIR TRAINING AND
PROSPECTS

BY
M. J. KING-HARMAN

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PREFACE

LAST year many of us had the privilege of reading a most illuminating little book, entitled "Boys, what they are, and how to manage them," by Mr. Archibald K. Ingram (A. R. Mowbray & Co., London). The text upon which it was founded was the well known, but not so well understood, expression that "boys will be boys." The following rambling pages express my endeavour to continue that interesting subject, on the two-fold assumption that those same boys will grow up to be men, and that it is our duty to turn them out as good men as possible; and the inspiration which has caused me to make this venture has been derived from reading the excellent articles on "Schools and Scholars" which have been appearing in the Friday issue of the "Morning Post" during the past few years.

Recognizing, as I do with gratitude, that any small success which I have achieved in life was entirely due to the careful and wise methods of my mother when I was young, I am fully persuaded that all mothers have the making or marring of

their children's future in their own hands, and cannot put the blame of failure on any one else; or, in other words, that a boy's character is formed at his home, and is both developed and improved at school.

No one who has followed the Boy Scout movement as closely as I have done can fail to be convinced that the present generation of boys can easily be made better men than their predecessors are, if they are only handled in the right way, and their environments are improved.

M. J. KING-HARMAN.

CHELTENHAM,

1912.

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BRITISH BOYS

THEIR TRAINING AND PROSPECTS

TO deal adequately with such a comprehensive subject in the small space which will be tolerated by the majority of readers is no easy matter; but there are few men who do not take an interest in those who come next to us in line, and will be the future rulers, defenders, and citizens of Great Britain and the British Empire; and the importance of the subject appears to justify this attempt (by one who makes no pretence to be an expert "educationalist") to arouse a more general interest in it, and to induce others seriously to consider if the best methods have been adopted to fit our boys for their future careers.

For this purpose we may divide them up into those who pay for their own education and those who receive it at the public expense; and we may consider each division separately, beginning with the latter, because it is nearly three times as numerous as the other.

After all, the difference between boys of all sorts, as boys, is chiefly one of environment and clothing; but it is after the boy age, as they gradually come

under the influence of social, political, and trade-union tyrannies, that they begin to separate into classes and to drift further and further apart. If a duke's son and a miner's son were changed at birth, who could tell which was which, when they were grown up? Obviously, therefore, a great many of the remarks in this little book will be found to apply with even greater force to boys in easy circumstances than they do to their poorer and less fortunate brethren.

And another point which will be probably evident to all, is that the measure of success obtainable from the best devised system of education for British boys will depend to an incalculable extent on the training which is given to the girls. Mis-directed education is equally dangerous for both sexes, and may prove more dangerous for the comparatively rich than for the poor. If two or three wise women like Lady Magnus could be appointed to supervise the education of all girls, the progress with the boys would be facilitated and expedited; and if the girls learned less Science they would certainly learn more Sense. It is, undoubtedly, the wish of all, that all British boys should grow up to be reliable, manly men, and all our girls to be God-fearing womanly women. Let us all work together to accomplish that.

All boys are, by nature, born enemies of those in authority, and they require the wisest and firmest treatment in order to civilize and tame them. Unfortunately, many parents of all classes seem to be

losing all sense of duty towards their own children, and to be depending on the over-worked schoolmasters to supply all that is necessary for their artificially reared progeny; which tendency is shown in the increasing numbers of preparatory schools for those who can afford such luxuries, and of infants' departments for the rest; and will probably be found to be at the bottom of all the bad manners, slackness, crudeness, and general indiscipline which are such features in the national character at the present time. That must not be understood to be a reflection on the schoolmasters, but it is intended as a severe condemnation of the conduct of those mothers of England who allow such things to be. Civilization meaning the development of the general intelligence and morality of the people, which is the only true security for well-regulated liberty; it is necessary that the infant's physical habits should be civilized long before there can be any appeal to reason.

The virtues of Education, as a panacea for all ills, may at times be exaggerated; but it cannot be denied that so long as the masses remain in their present condition, they will remain, as they are now, a prey to those who are a little less ignorant than themselves.

The Montessori system appears to be producing remarkable results in its own country (Italy); but that is no reason why we should waste time in trying experiments with it on our invaluable children. We are quite capable of doing our own

work in the most suitable manner if we will only drop Party and Parish and go straight for the Education of British children for the British Empire.

Notwithstanding our anomalous system, which permits of an unqualified man being the ruler over the important Education Department; and in spite of all the disadvantages to which our working-class boys are exposed; it is the exception to find in a school any boy who is so bad that he has not one or more good points concealed beneath the badness which results from having vicious parents or a bad home. They are wonderfully quick and accurate in their judgement of any grown-up man's character; and are most responsive to sympathetic firmness from those who understand them. But it is rare to find grown-up men outside the teaching profession who do understand how to deal properly with boys; and such men will more easily be found among naval and military retired officers, the former for choice. Most other men appear to be out of touch with working-class children, and to be wanting in that appreciation of their inestimable value as the greatest asset which our nation possesses; which, in combination with unique intuition and organizing power, distinguishes that great Englishman, Sir Robert Baden-Powell. Fortunately, however, there are many notable exceptions to that rule. If any man wishes to help his country, which has done everything for him, let him join the management committee of the nearest boys' school, and also the nearest "Scout" committee, if they will have him;

and let him work earnestly at fixing in the receptive minds of the boys the wellnigh forgotten fact that the British Empire was not built up by men who thought chiefly of their own amusements, but by men who had a stern sense of DUTY; and if it should ever be lost, it will be because their descendants preferred play to work, and allowed themselves to be governed by casual amateurs instead of by trained statesmen.

APPEAL FOR PERSONAL WORKERS

WHAT is urgently required now is an enormous increase in the number of educated men of good social standing, without "class distinction, who will give ungrudging, energetic, personal service in assisting local education authorities in the efficient performance of their self-imposed work, which is one of great magnitude and of vast national importance. This can be done in many ways by those who think it would be irksome to become members of School Management Committees, or who are unable to obtain seats on them; either by helping the boys with their cricket and other games, and by joining in those games; by encouraging swimming and shooting and athletic sports of all sorts; by becoming Scout Masters (which is perhaps the most essential of all), for which there is no age or other limit; by forming boys' clubs; and in many other ways which will suggest themselves to any

active-minded man who is willing to help his country, but has not yet been able to see how he can best do so. They will also render invaluable aid if they will teach the boys how much more manly it is to play those games themselves than to waste their time in watching others play, and to spend their money in betting on other players. Such personal service may possibly entail some little self-denial, such as less of the everlasting bridge or golf: so much the better for the generous server, who will find his heart opening, and his enjoyment of life increasing with every good turn which he does, whilst the boys will profit enormously by his sterling qualities and good example. But any feeling of restraint—if it exists at all—will be only of a temporary nature and will soon pass away. For what is there in the fleeting excitement of winning or losing a few pence or a few pounds at cards or billiards, or even in the healthy exercise of golf, when compared with the absorbing and increasing interest created by working amongst boys, where the stakes are valuable human lives, which the country cannot afford to lose, and where the good accomplished, both directly and indirectly, is incalculable. But before entering on the more serious part of such brotherly work, it is desirable that a man should examine himself, so as to make sure of his own qualifications for it, and of his own determination to carry it through. For it is no wasteful or paltry occupation which can be dropped at any moment without harming anyone; but very

much the reverse, as will reveal itself after some experience. Let no man flatter himself that the boys will accept him at his own valuation, or will take kindly to him at first sight; otherwise he will be disappointed; but let him bring himself down to their level first (which is no easy matter), and give them a little time in which to study his motives and his ways, and to talk them over amongst themselves, and they will not be long in sizing him up with perfect accuracy, and in showing their approval or otherwise by their demeanour and actions. We were all boys once, and are able to admit that the keenest critic of a man is a boy; and we also know that the converse is not often correct.

If the aspiring helper has a fancy to assist by joining the Boy Scout Movement, he will do well to begin by a careful study of the official hand-book, "Scouting for Boys" (price only one shilling) from which he will learn the theory of the work. If that does not inspire him with a full sense of his duty towards man, and also with a feeling of humility regarding himself, there is nothing else that will do so. After that he will probably come to the conclusion that it will be better for the boys, as well as for his future influence over them, if he joins as a Scout Master or a Troop Leader, rather than as a Commissioner, who, owing to the aloofness of his exalted position, is frequently quite out of touch with his boys, and is in danger of being eclipsed by the more forceful and pushing of his Scout Masters.

Let no one suppose that a boy requires no more

attention after he leaves school; because, as a matter of fact, it is during the next two years, before he is old enough for the Navy or the Army, and before he can settle down to any other work, and when the semi-restraint of school discipline is taken off him, that he really requires more tactful, manly guidance and advice than at any other time of his life. During that period thousands of lads are ruined, first morally and then physically, every year, and become human wrecks, many of whom might possibly be saved if they could be persuaded to join "Old Boys' Clubs," and to keep on with their former school cricket and football clubs; and especially to continue work with their Scout Troops so as to qualify as Scout Masters. They are all well worth saving; and their gratitude in after life will be a fitting reward for the trouble.

The tactful, personal service of one warm-hearted friend, without the aid of money, will do more real good than subscriptions thrown at your head by unsympathetic *nouveaux riches*, who only wish to advertise themselves.

ELEMENTARY SCHOOLS AND SCHOOL LIFE

ATTENDANCE at school for free education is the law of the land; but the limit of compulsion is fourteen years of age for boys and girls, with certain harmful and unnecessary exemptions at twelve and

thirteen; and there is no sort of obligation to leave school until they are sixteen or over; although the majority of them do so. The Government, however, assume no responsibility for the care or employment of the children after they leave school, nor is their attendance at continuation classes made compulsory, as is the rule in most continental countries; consequently a large number of those with careless parents are thrown on the world unemployed at the early ages of twelve, thirteen, and fourteen. Is that in any respect creditable to England? If not, why should not more sane methods be adopted for the care of those who are the least able to take care of themselves; and for the honour of the country?

If all children, without exception, were kept at school until fourteen years of age, and the local authorities were held responsible for the care and conduct of those children during the following two years; such action would be of infinitely greater value than raising the compulsory school age, which will only still longer defer the employment of the good boys without any educational profit to the others, and will add to the cost. One of the chief reasons for many boys being idle and inattentive at school (any school) is that the lessons appear to them aimless and uninteresting; but the interest and intelligence of such boys can generally be quickly aroused by turning them on to any kind of manual work.

The Official Reports give the numbers of boys

over five years of age in the elementary schools of:

	¹ <i>On Registers</i>	<i>In Attendance</i>
England and Wales (Boys under five, 177,618)	2,853,761	2,515,269
Scotland	356,437	296,597
Ireland	310,121	Varies much

The average attendance in England and Wales alone for 1910-11 is 88.7 per cent.; which means that 338,492 boys, of those on the registers, are absent from school each day for various reasons. In Scotland it is 85 per cent.; and in Ireland it varies from 75.5 in the best town schools to 66.7 in the rural schools, the numbers on the Irish registers being 16,530 less than in 1906. (In France, Germany, Switzerland, Denmark, Holland, Belgium, Sweden and Norway, the percentage of regularity varies from 95 to 99.)

Many are unavoidably absent: but the majority of absentees are the same children, week after week, whose parents are thriftless, indifferent, and dissolute—the very children who require the help of the schools most of all. Later on they join the ranks of the unemployed, and become tramps, hooligans, and criminals; and are a perpetual heavy burden on the public purse, and a shame and reproach to us as a Christian nation.

¹ This was written before the Report for last year was issued.

There is not much to be proud of in all that; but there is worse to follow.

We gather from the Annual Report that by increasing the superficial area allowance for each child, the former nominal accommodation in all the schools outside London has been reduced by 500,858 places; also that the numbers of children under five years of age have been reduced by 76,892 during the last three years in the schools, although the Census Returns shows a considerable increase; and that leaves only 177,618 boys under five on the school registers as compared with 201,186 in 1907-8. Before 1902 the number of children in the schools over twelve years of age was increasing at an average of 54,000 yearly; but during the past three years the total increase of such children has been only 27,248 for England and Wales. The number of "partial exemptions" over twelve is given as 75,758; but the number of "total exemptions," though very large, cannot be found. In Scotland they manage these things quite differently.

The National Education Association have gone carefully into this important matter; and by basing their calculations on the Parliamentary Return No. 338 of 25th November 1910, which was compiled at the requisition of Mr. King, M.P., they have arrived at the conclusion that, roughly, three-quarters of a million (boys and girls) are excluded from school at the beginning of school life, and about one million and a quarter at the end. This is partly due to want of sufficient accommodation,

and partly to the influences and prejudices which prevent the elementary schools from offering the older children the sort of education which they need; and these figures touch the very kernel of the Education Question.

A curious problem arises out of these figures; for whereas the Census Returns show a million more women than men in the United Kingdom, yet amongst the registered school children there are in England and Wales 58,575 more boys than girls; in Scotland 21,295 more boys; and only in Ireland is there a surplus of 10,000 girls. What becomes of the million and a half boys who disappear between the ages of fourteen and twenty-one?

The elementary schools in England and Wales are under the London Board of Education, but those in Ireland and Scotland are under their own separate authorities. There are about 8,000 voluntary "continuation" and "evening" classes in England, and also many in Scotland, all of which are doing good work; there do not appear to be any in Ireland. But a Bill has been introduced compelling all children over school age to attend such classes for at least eight hours weekly until they are seventeen years old. If that becomes law it is calculated that over one million more will thus get the benefit of further education, such as it is. There are also schools of art and a few technical schools for older and more intelligent pupils, and they provide for 23,656 more boys.

It is not always safe to estimate the advance of education by the number of scholars. We do not judge the efficiency of a machine by the amount of raw material that is fed into it, but by the quality of the finished product at the other end. So in considering the success of the educational machine, the real test is the amount of sound assimilated knowledge which the outgoing boys carry away with them. From this point of view it will probably be generally admitted that much wastage occurs, and that a proportion of the boys derive very little advantage from that school time, which is not a mere episode in their lives, but is the actual foundation upon which the stability and success of their future careers will depend.

It will always be a difficult matter to make some boys understand that they are sure to fail in after life unless they take an equal share with the teacher of the hard work which a successful education demands.

In many parts of the country it has been found that with such boys the influence of the nine years or more of free schooling is so evanescent that a few months of idling in the streets after leaving school renders them unwilling to undertake any work that is not of their own choosing, and unfits most of them for employment of any sort. And those who take up the unprofitable job of errand boy are not much better off than the others. They all deteriorate rapidly in character and physique; they quickly forget most of what they have pre-

viously learnt, and the little that remains is turned to improper account in acquiring the evil habit of betting, which has become a national curse, and reading the police-court news or sensational stories of the worst type. Who will deny that (*mutatis mutandis*) a somewhat similar fate may befall school-idlers of other classes.

The first and chief object of Elementary Education has been to civilize all children, but especially those from bad homes. Such a continuous course of teaching in civilization during the nine years of a child's school life must gradually impress them with a knowledge of how they ought to live and act with one another in their daily lives. We must not, however, try to comfort ourselves with the idea that bad homes are only to be found amongst the poorer classes because no others are being dealt with here.

Who can truthfully say that the men who have been so busy during the past two years or more in trying to paralyze the trade of the country are civilized beings? or all those equally base sympathizers with them either? Those semi-educated fools are beyond redemption, but they can be easily controlled, and it is quite possible to civilize their children to a certain extent, and to continue the process until the second or third generation grow up to be a totally different race of men.

Why should there be these constant disputes between Labour and Capital, which are causing such misery to thousands, and which are doing so

much permanent injury to our country? Our ancestors knew well that Labour is Capital, that Intelligence is Capital, and that if they combined those two they would double the amount of their capital; and by acting on that principle they built up commercial Britain. The degenerate successors of those great men have brought the country to a condition of anarchy, if not to the verge of ruin, by adopting other methods of a totally different nature. For whose benefit has this disastrous change been made? Certainly not for that of British boys.

Mr. R. E. Hughes, in his book on the "Making of Citizens," makes the following statements:

The State intends to lead school education as its ally into the field against destructive currents that are threatening to undermine its powers. . . . States as a rule do not educate out of pure love and charity, but from selfish motives, mainly fear and rivalry, and shall it be said—parsimony! Schools are much cheaper than prisons.

It is for us to consider if those statements are correct or not. The average annual cost of a boy at an elementary school is £3 9s. 8 $\frac{3}{4}$ d.; at a reformatory (inclusive) £26; industrial school £23; short term industrial school £27; day industrial school £12 4s.; a poor law child £25; cost of an indoor pauper £34 8s. 4d.; of an outdoor pauper £8 12s. 2 $\frac{1}{4}$ d.; of a prisoner in jail £28 7s.; in a convict prison £43 16s.

The annual cost of an Infantry Private soldier is £40; and of a Naval A.B. Seaman £31 11s. 2d.

The chief complaints against our elementary school system appear to be as follows:

The incompleteness of intelligible Moral training: the pretentious and unsuitable curriculum, which provides for a smattering of many subjects, and the assimilation of none; the unprofitable prevalence of "memory training," which comes from a paucity of teachers, and which discourages sound learning; the very inadequate "Manual Instruction" (learning by doing) and the unnatural separation of that essential constituent from the other necessary subjects of school teaching; and the almost universal substitution of "instruction" for "education," with the inevitable result that the children are turned out at fourteen years of age, with their heads full of a mass of undigested facts, which are soon forgotten, and which, in any case, could be of little use to them in after life. The net result, in the ordinary elementary school, of our theoretical system, seems to be the production of little better than embryo clerks, and very bad clerks too. There would be no great national gain if all our working class boys were made scholars; and we could not do so if we tried. There are no registers kept of boys who want special employment after leaving school; nor of employers who want boys for regular work; such as may be seen in some other countries. The much-vaunted Labour Exchanges for boys are now proved to be failures by the official White Paper (Cd.5955), inasmuch as between January and September 1911, there were 1,197,843 applications registered from boys

for employment, and only 324,270 vacancies were filled. What became of the remaining 873,573 boys?

But the most vital and far-reaching defect, from the physical point of view, seems to be the capricious prohibition of any training or teaching of simple hygiene (which is merely the doctrine of cleanliness) or cookery to any boys except those at a few seaport towns; and it must be deemed an act of insular madness to deprive the rising manhood of our nation of any knowledge of what they should eat, drink, and avoid; of the correct way to select and prepare their own food; and of the common laws of health; all of which is taught (in a cursory way) to the girls.

It is notorious that the English and Irish working classes are most ignorant of all such important matters, besides being shamefully improvident, and, as a rule, ill fed; and there can be little doubt that much of the drunkenness and degeneration amongst them is due to that preventable ignorance.

In Scotland there is a national, inherited thrift, and aptitude for cleanliness and cookery; but those high qualities, which are so necessary for healthy living, are apparently not thought much of in England to-day; and are quite unknown in three-quarters of Ireland. Moreover, this inexplicable error deprives many thousands of British boys of lucrative employment as Cooks and Waiters, etc., for all of which they are well adapted, and hands over these domestic duties to trained foreigners, whose presence in this country is undesirable in many ways, and it betokens a sad lack of patriotism.

But we seem to have become too slack and apathetic to take any steps towards keeping England for the English; and to be unlikely to do so until—as Lord Haldane would perhaps say—we have been successfully invaded once or twice.

Most of the ills which British human flesh is heir to come from ignorance of food values and of cookery. The Incorporated Society of Medical Officers in Russell Square are working for the removal of that ignorance as an aid to the Medical Profession in their fight against the scourge of tuberculosis; but our rulers appear to have no time to spare for the consideration of such matters.

The over-crowded curriculum allows so little time and attention to be given to good hand-writing, that calligraphy is fast becoming a lost art; and simple book-keeping is sadly neglected.

Boys are not taught how to do any sort of actual work; almost everything is done for them, even to arranging their games. So, when they are brought face to face with actual hard work in after life, a great majority of them become failures, and drift gradually into the ranks of the unemployable. They seemingly expect to find a sort of "free-wheel" attached to their bicycle of life.

The common-sense, practical system employed by the Home Office in their schools avoids all those defects, and turns out children who are well equipped for the battle of life. That Department was quick to recognize that a practical working school is a better place for a wild or idle boy than

a prison or a workhouse, and costs no more. Most boys are naturally more fond of work than they are of books and schooling; therefore it seems wise and economical to push their education along the line of least resistance from the beginning, by means of graduated industrial training, which of itself is highly educational, and which, if correlated lucidly with the bookwork in the schoolroom, produces rapidly an astonishing and most beneficial result, which is unattainable in any elementary school now. The effect of all this careful training is that the "little Esaus" of the Home Office schools make a much better start in life than do the "smug little Jacobs" of the Church or Council schools, whose highest ambition appears to be the gaining of a prize for attending school regularly, in accordance with the law.

Let every boy be given a sensible, practical training to fit him for some useful calling, and then let each one apply himself steadfastly to the further practical working of that occupation. So, he is alone certain of success. Success will render him independent; independence will render him respected; and respect will bring him power. Thus, Knowledge is Power.

It is most encouraging to hear that the "Stanley" Council school at St. Pancras, London, has recently been transformed into a "central" school for the giving of *practical education with an industrial bias*; which is fed by the surrounding elementary schools with boys and girls of eleven years old, or there-

abouts; and which has made a most successful start. As there are also other similar schools in London on trial, with a commercial bias, there is every reason to hope that we are at last beginning to see the necessity of moving onwards in the right direction.

Any ordinary, unsophisticated individual who studies the "Code" for the first time, or the "Time-Table" of any school, will be surprised to find that the essentially useful subjects are relegated to the ignoble position of "Extra Subjects," which are taught by specialists who are unconnected with the schools to which the boys belong, and which are in no way correlated with subsequent arithmetic, geography, or nature-study lessons in the schoolroom. At the same time he will see the greatest importance attached to "recitation" from Shakespeare, Longfellow, etc., to "dramatizing," and to a kind of "composition" which does not teach the writing of an intelligible application for employment; all of which, as well as water-colour painting of natural objects, are (wrongly) supposed, by the theorists, to possess educational value of the highest importance, and a stimulating effect on the "character" and mind of working-class children who, for the most part, will have to earn their living by manual labour of some sort.

The Department is full of "Faddists"; each of whom wants to press his own particular fad on the bewildered teachers and so to prevent them from doing their proper work. In this, and in many other ways, the capable and enthusiastic teachers are

discouraged from developing their own special attainments.

Music. A considerable amount of controversy has arisen from time to time over the teaching of singing in the elementary schools; and it is worth referring to here. Assuming that nothing ought to be taught to a child which is not likely to be of real use in after life; the question naturally suggested is this: in what manner is singing and a knowledge of music likely to help a working-class boy, or indeed any other boy, in any beneficial employment which he will obtain as his life work? will they be necessary for his advancement, or not? supposing, of course, that he is not going to adopt music as a profession, as is the case in the Home Office schools.

If they are not absolutely necessary, they might be advantageously omitted from the curriculum of all schools for older scholars, and placed on the list of "special subjects." Otherwise they become harmful to many.

The order in the Code reads thus:

8. Singing, which should include voice training, breathing exercises, practice in class singing, the reading of music at sight (which, except in special circumstances, should not be restricted to the tonic sol-fa notation), and a training in elementary musical knowledge. National and Folk songs should be freely used throughout the school.

That is all very nice for those who can afford time for such luxuries, and who can afford to keep them

up afterwards; but what about those who cannot afford either?

The subject is not allowed at the great Public Schools except as an "extra," to be taken outside of school hours; how then comes it to be considered necessary for the elementary schools?

HIGHER ELEMENTARY SCHOOLS

AN important defect in our system, which demands early attention, is the serious deficiency of "Higher Elementary Schools," which are specially designed to serve as stepping stones for the many poor but promising pupils who wish to pass on to Secondary or Technical schools, or to qualify for employment as artisans and skilled workmen. In this, as in some other respects, Scotland leads the way with thirty-six schools as against fifty-three in England and Wales. These higher schools are generally objected to by the elementary school teachers for the obvious reason that they will draw away to themselves the best intellects of all the others; but that is exactly what they are intended to do; and in any case, such unworthy motives should not be allowed to impede the advancement of deserving children. The day cannot be far off when every large town will have at least one such school for boys, and one for girls.

The "Higher Elementary School" is the only really practical and practicable means of effectively bridging over the, otherwise, impassable gap which is so harmful to national progress; which will give

us good clerks instead of bad ones, and will soon quadruple the available amount of skilled labour in the Kingdom. But it is essential that the same system should be pursued in them as was advocated for the elementary schools, of giving half of each day to practical work—either commercial or industrial. No other or cheaper substitute, such as “Day Commercial Classes” will answer the purpose; and it would be very false economy to have anything but the very best. The education in all such schools should, obviously, be absolutely free. It is unwise to ignore the fact that we are somewhat backward in educational matters, as compared with some other nations, and have much leeway to make good; and even if we put our house in order at once, some years must elapse before the effects of the apathy of the past can be wholly removed.

In Ireland, every year since 1903 the Education Commissioners have made urgent but unsuccessful appeals to Government for the introduction of some of these schools. We all know that educational progress is more urgently required in Ireland than in any other part of the kingdom; and this needless restriction seems the more strange when we see that out of a total expenditure of £1,714,103 during 1910-11 the Parliamentary grants amounted to no less than £1,656,901. It is indeed high time that Irish education should be brought up to the level of the rest of the Kingdom; and that the waste of time and money on the teaching of a useless, obsolete language, which very few of the natives under-

stand now, should be prohibited, as being an objectionable addition to the enormous amount of waste already existing in our educational system, as well as an obstruction to social reform and national progress. It has been well said that "Social reform can never be realized without education," and that "education, in any real sense, is impossible without social reform," and that applies more specially to the quick-witted, poor peasant children in the many mean schools that are to be found in all parts of Ireland, than it does even to the poorest, but well-equipped ones in England. And the reason for this is that, whereas throughout England, Scotland, and Wales, the teachers are amongst the most loyal and devoted people in the kingdom, yet the most sympathetic and strenuous workers are generally to be found in the poorest schools, where they are greatly loved and highly respected, whereas in Ireland it is just the reverse.

Then we have the reformatory and industrial schools, which, for all purposes, are entirely under the Home Office.

	Boys	Schools
A. English, Welsh and Scotch reformatory schools (one of which is a ship).	5,246	32
Irish reformatory schools	562	3
B. English, Welsh and Scotch industrial schools (including six ships and three nautical schools)	12,556	87
Irish industrial schools.	4,006	22

	Boys	Schools
C. English, Welsh and Scotch "Short Term" Schools	3,221	13
D. English, Welsh and Scotch "Day" Schools	2,019	19

In those schools one half of each day is given to simple book-work suitable to the future requirements of the boys, and the other half to sound practical industrial work of various kinds, alternated with vigorous and attractive physical exercises and instrumental music. In that way they are able to turn out many trained band-boys and craftsmen, and half-trained soldiers and sailors. There can be little doubt that these schools under the Home Office are the most generally useful of any in the Kingdom, because of the strict discipline, sound physical and industrial training, and high moral tone which are maintained in them. The boys in A and B being kept away from the evil influences of bad homes and unrestrained town-life, and being kept constantly employed. The proof of this will be found in the fact that 80 per cent. from reformatories, and 84.5 per cent. from Industrial schools went straight away into regular service last year, of which the Navy took 492, and the Army 388, and the remaining majority were chiefly absorbed by the Mercantile Marine and by farm labour. Some of these schools have special Army classes, and most of them have very good bands. There are six combined athletic associations, also a challenge cup for swimming given by the Home

Office; and good prizes for shooting by the Miniature Rifle Association.

It is a mistake to suppose that all the boys in these schools are criminals or worthless. The difference between the reformatory and industrial schools is that the former are (theoretically) the places to which the more hardened offenders in the elementary schools, or those who have actually been convicted of crime, are sent, for from three to five years, whereas the latter are for those who show vicious tendencies, and are "potential" criminals. But they are all described by a former Chief Inspector as being chiefly "the very cream of the juvenile street population of the country, full of pluck and spirit": the most common crime of Reformatory boys being petty larceny (994 out of 1,307 in 1909).

Anyhow, they also are all well worth saving, and nearly all of them are saved. It is generally recognized that juvenile delinquency has little to do with any special depravity of the offender, but has a great deal to do with parental neglect and bad example. Out of 936 cases recently investigated, it was found that in only 257 was there a decent father in regular work, and again amongst those admitted during 1909, there were 143 illegitimates, 55 orphans, 332 whose fathers were dead, 370 without mothers, 103 deserted by both parents, and 230 with one or both parents either destitute or criminal, making 1,233 out of 2,643 admitted under extenuating circumstances.

Another important feature about these schools is the recognition and enforcement of the duty of parents to contribute towards the maintenance of their children. The last returns show the contributions as follows:

	By Treasury £	By Rates £	By Parents £	Donations £
Reformatories	84,997	35,463	7,061	2,381
Industrial (2 sorts)	183,761	184,057	18,327	36,714
Day Industrial	11,348	25,054	2,241	8

It seems right to mention that no fewer than twenty distinctions were gained during the South African War by former certified Industrial school-boys, which included two officers' commissions, and four Victoria Crosses, all granted to boys from slums and bad homes; and one lad from the Essex Industrial school is now senior admiral of the North Sea fishing fleet.

It must be remembered that children are sent to these schools as a punishment for misbehaviour of some sort, and *nearly all of them are saved*.

But—unfortunately for the children—the necessary procedure for getting a child into one of those splendid institutions is tedious and unsatisfactory, and stands in need of simplification. Furthermore, it has often been suggested that local authorities should be compelled to establish and maintain industrial schools of their own for the special training of those who do not respond to the usual treatment of the ordinary schools, or else to send

them to some established industrial school. Such action is already allowed under the Education Acts of 1870, 1873, and 1876, and also by the Elementary Education (Industrial Schools) Act of 1879, but being only permissible, it is seldom acted on *except in very special cases, and thus many children are lost, who might be easily saved.*

Since the passing of the Education Act of 1902, we have heard far too much of the eccentricities of the Board of Education, and of the deplorable waste of child-life which appears to have resulted therefrom; but the general public hears little or nothing of the splendid work which has been done by the Home Office schools, since the Consolidating Act of 1866, in saving the thousands of high-spirited boys who could not be controlled by the ordinary Church or Council schools, and in making good useful citizens of them.

If it is correct to assume that the wish and intention of the Board of Education is to raise the physical, moral, and intellectual standards of the working classes all round, they will have to adopt other and more up-to-date measures than those which have served us so indifferently up to now. But, in any case, it is absolutely necessary that immediate steps should be taken to stop the appalling waste of boy-life which has been going on for so many years. And that very necessity proves the truth of Professor J. J. Findlay's recent statement (in his book "The School") that "education, defined in the broadest terms, is no more and

no less than the provision that mankind has to make for the progress of the species to which he belongs, *i.e.*, civilized man."

Our present system appears to have been gradually developed by enthusiastic Churchmen and theorists, who had probably forgotten that they had ever been boys themselves, under totally different conditions from those now existing; without relation to indigenous experience or requirements, and without anything corresponding to what Ruskin called "cherishing local associations and hereditary skill." It is ill-adapted to our present national requirements in the elementary stage, and it is still less so in the secondary stage; and it must be reformed and readjusted to the new social order.

It is not easy to understand the position of those who thought it was more important that every one should learn to read and write than that the work of master minds should sway the hearts of men; and it is still more difficult to comprehend why the present-day successors of those worthy men fail to acknowledge by their official acts that the future life and livelihood of each boy depends chiefly on his schooling.

Compulsory education has destroyed apprenticeship without providing any substitute, and it will remain incomplete and pernicious until it is supplemented by the equally-needed compulsory employment, with school preparation for the same, so as to stop effectually the ever-increasing flow of our invaluable children to the ranks of the costly "unem-

ployables" and wastrels who are an indelible disgrace to us as a professedly Christian nation.

At the best, it is a sort of "short service" system. "We gave the child a smattering of learning, and then turned him adrift, unfitted by his school life for the calling of his own father, and dissatisfied with such a calling for himself, the boy soft-handed and too soft all round for the duties of a rural life; and the girl, intolerant of domestic service. There was a deplorable lack of determination to make the most of the material (bodies and brains) that would determine the prosperity and destinies of the Empire forty or fifty years hence." Such were the remarkable words of that great educationalist, Canon Stewart, M.A., of Salisbury Training College. He recommended the development of schools of Industry, where boys and girls may be thoroughly trained in their life-work, whether in business or in industries.

The common complaints of business men generally, include the following:

That there is no organized or recognized system, in most towns, by means of which they can ascertain which (if any) of the elementary schools can supply the boys they may require from time to time: and which of them specialize in any one or more subjects; and consequently they frequently have much difficulty in obtaining the services of suitable lads. They have to take them hap-hazard on trial, which leads to constant changes, and is equally unsatisfactory to both parties. They give the chief faults of the boys as follows:

Slow and indifferent handwriting, slow and inaccurate arithmetic, slackness, dislike of work, and inattention to orders, want of alacrity and of good manners, deficiency of stamina, want of energy and power of concentration, unmethodical, inadaptability to their surroundings, unwillingness to study the interests of their employers by making themselves useful and helpful.

Nearly all boys are found to have the first two, and to be undisciplined. One or more of those faults seem to be common to most boys on leaving school, and few employers can spare sufficient time to correct them.

In all our elementary schools the classes are too large for real discipline, for efficacious teaching, or for profitable learning. The extra cost of smaller classes is objected to by the very ratepayers whose children will benefit by the change, and therefore nothing is done; but in most towns that cost could probably be met by doubling up two or more small adjoining Church schools, and converting them into one large efficient Council school. And there is no doubt that, in the interests of the children for whom the education is provided by the State, some such reform is highly desirable as soon as possible, notwithstanding the inevitable parochial remonstrances.

On 2nd February 1912 a notable letter was published in some of our leading journals, which deserved immediate action on the part of Government, and which is now to be made the subject of

a special inquiry. It related to the necessity for regulating the working hours of the vast army of boys who are engaged as messengers and errand boys, as van-boys and as junior clerks, and pointed out how the absence of such a simple but necessary regulation resulted in an astounding "squandering of the material that must make the nation of the future." There were twenty-four signatures of eminent men to that forcible letter, including those of N. Adler, L.C.C., Arthur Henderson, M.P., and Arthur Taylor (Manchester City Council).

If these indictments of our national educational system are accepted as correct, it will be for the nation to insist on work being commenced at once by reforming the training of school teachers at all the great training colleges, so as to make it more thoroughly practical, and more suitable to national requirements. In the meantime there appears to be nothing unreasonable in suggesting that early steps should be taken towards providing additional accommodation for excess children wherever it is found to be required; and also towards a new arrangement whereby the Treasury shall give substantial relief to local rates, by *paying a much larger share of the cost of National education than is done at present*; and a Bill which would deal satisfactorily with those few items, without further delay, would be much better appreciated than any amount of futile squabbles over that stale perennial figment which is known as "the religious difficulty."

Comparisons with continental methods are to be

deprecated, as a rule, but they sometimes act as a national tonic, and for that purpose one may be introduced here without offence. The opinions of those who have had the needful unrestricted personal experience appear to coincide with that expressed by Bishop Wilkinson—the Anglican Bishop of North and Central Europe—in a letter to the “Daily Mail” about the training of the German boy.

“They [the means employed] teach him absolute obedience to law, order, discipline, and respect for his elders. All this makes the German boy, to whatever class he may belong, the best behaved boy in Europe. Find him where and when you may, he is the best type of young gentleman in respectful, courteous manners.”

Wherein then, lies the secret of the difference in *character* (that quality so difficult to define, so valuable to possess), between the people of the two countries? Does it not seem to lie in the fact that the education and training of their children are conducted on sound, national, practical lines, and are built up on a solid foundation of inherited national discipline, whereas, with us, there is no such discipline and no sort of “national spirit,” there is no foundation on which to build?

When our boys leave the elementary schools, they are practically left to develop in whatever direction they please, without guidance, discipline, or control, and they fall an easy prey to the ubiquitous “agitator,” whose sole object is to en-

courage discontent, and who lives comfortably by fomenting the barbarous strikes and riots which are carried out with impunity by the most tyrannical organization which the world has ever seen—trade unionism.

Now that industrial democracy has become the strongest force in the nation it is more necessary than ever that the rising generation should be so equipped, mentally and physically, by an unvarnished, useful, and suitable, combined education—religious (moral), literary, and manual—that they may grow up to be manly men of “character” with some definite aim before them, as well as some applicable knowledge of their future calling, and of their duties as loyal citizens. Dr. Morgan, in his recent speech at Edinburgh, said truly, that “if there was to be progress, education must be made to fit the child, and not the child the education.” And the broad-minded Home Office have always conducted their pre-eminently useful schools on that principle.

POVERTY AND BAD HOMES

Now, one great hindrance to progress in our elementary schools is the evil influence of infatuated, ignorant, or semi-educated parents over their children, and the squalid odiousness of their homes and surroundings; all of which combine to nullify the good that is done inside the schools. It is futile to preach patriotism, or to endeavour to rouse a

feeling of self-respect or self-denial or of hope, amongst children who live in the vile atmosphere of our large towns, with less knowledge of any religion than a Papuan savage, and whose only experience of England is that it is a poverty-stricken country. Most people will probably scoff at all this, but unfortunately, the boy's experience has been corroborated by such different great authorities as the late Sir Henry Campbell-Bannerman, Mr. James Bryce, Sir Robert Giffen, and Mr. Moreton Frewen, who show that about thirteen millions, or thirty per cent. of the population are always on the verge of starvation, and that the majority of other working people are very little better off. Surely such crushing misery does not exist in any other country, and ought to be unknown in ours. A great deal of glorious work is still being done by the praiseworthy efforts of various noble private charitable associations and organizations to alleviate all this; but a great deal more can, and ought to, be done by the State in removing the children altogether from the unspeakable horrors of their present environments, and preventing them from prospective lives of misery and crime, either by means of industrial schools, farm colonies at home, or emigration. Bearing in mind that all the great Overseas Dominions will welcome with open arms all the thousands of healthy children for whom there is no room at home at present.

A great deal has been written and spoken from time to time on this important subject; and we

now want some bold, effective action by a wise and resolute Government, which will brush on one side all foolish and harmful false sentiment regarding the fictitious "parental authority" which has been forfeited long ago by bad parents, and will treat the matter in a thoroughly comprehensive manner for the welfare of the nation. Any remedial measures which will counteract the baneful influences of designing agitators and insidious socialists will be a real national blessing.

The reports of the Employment Commissioners and others for many years past have revealed a depth of moral and social ignorance in our large manufacturing towns and of degrading barbarism in the midst of the very pinnacle of civilization and wealth which is simply appalling, but the condition of the working classes in isolated districts, and also in numerous localities in America and elsewhere, show the perfect possibility of the union of the most steady industry with education, with morality, and with cleanliness. If a large proportion of our working classes are ignorant, are immoral, are drunken, and are unhealthy, is it not because no efficient combined system of moral and intellectual education has ever been in operation with them, and their habitations were crowded in filthy and unwholesome lanes, and that when released from the toils of their working rooms they rush to the public houses to seek a destructive stimulus to their exhausted frames? Is it wonderful that such a condition of society should produce unwholesome fruit?

In most of our large cities there are to be found thousands of vicious parents who manage somehow or other to keep out of the workhouses. They bring children into the world, and then contrive to evade any further responsibility regarding them by adroit usage of the wave of false sentimentality which has spread over the whole country during recent years, and which is rapidly ruining the national character. The children inevitably become hooligans, and so the breed is continued, and will continue until the magistrates bring the full weight of the existing law to bear upon parents and children alike, and make complete use of the institutions which have been provided for the care of those young offenders. The problem does not seem to present any great difficulties, and the solution of it is in their hands entirely. No half measures will avail anything. If greater powers are required, or if more of such institutions are necessary, there will surely be no objection to the grant of both. It has been suggested that all men who neglect their children should be disfranchised, and subjected to certain harassing—but inexpensive—penalties, besides being deprived of the services of those children. That might suit the prevailing false sentiment, but would be inadequate as a preventive or deterrent for men of such incorrigible natures.

It is almost impossible for any thoughtful person to understand why in England and Wales we move so seldom, and then with such slow and hesitating step, and in Ireland we do not move at all; unless

it is because national education has no meaning for us, in the sense that it has for Scotland, and for other countries which need not be mentioned here. If it is true that the root idea is to blend the two elements of character and intellect in a system of national education which shall preserve for posterity in the United Kingdom the British leaven in humanity, we must endeavour to realize that education is an aspect of national life which is clamouring for precedence over all others, and which must be combined and consolidated, if it is to be effective, and that it is not a department of specialized interests. Having got so far as that, we should have a firm basis upon which to work for the formation of a "National Spirit," which at present is non-existent, and to move on then rapidly to real national unity, and a consolidated empire.

If such high ideals are thought to be incompatible with our eccentric system of government by party, for party, or to be unattainable by reason of national apathy, petty jealousies, crass ignorance, or other insular idiosyncrasies which, in our national vanity, we consider to be irremovable, matters little; but of one thing we may be quite certain, and that is, that unless we take the rising generation of children firmly in hand at once and bring them up in a totally different manner from what we are doing now, they will not grow up to be any better than their parents, who are now bringing such ineffable disgrace, misery, and ruin on their country at the bidding of a few unrestrained fanatics; and it

will not be strange if they turn out very much worse.

It is notorious that throughout the greater part of Ireland, any real improvement is frustrated by the clergy. In the last report on Reformatory and Industrial schools, it is stated that "In spite of the regulations for compulsory attendance at school, a large proportion of juvenile offenders admitted to reformatories can neither read nor write," and "of the total (577) number of boys admitted, 380 could neither read nor write . . . and 5 could read and write well." The girls are much better off, because they are taught by the highly trained and more independent nuns. In England the clerical obstruction is worked on sectarian lines, which the country is heartily sick of, and which, if persisted in much longer, will lead to most disastrous results. We are now promised another Education Bill, which, for a wonder, contains much that is very good in connection with practical education and also with the prospects of school teachers; and which wisely omits the usual pharisaical gush on the so-called "religious difficulty," which, after much uncharitable bickering, has done more harm than good. (In Scotland and Germany no such "difficulty" is allowed to check the progress of the national education.) Those are the small hesitating steps of the amateur, not the confident advance of the experienced statesman; but they lead in the right direction.

What appears to be wanted in Great Britain

(including Ireland) is more common sense, more intelligent sympathy, and less "red tape"; a complete reversal of the policy which has been pursued by successive Parliaments for many years, and a thorough revision of the codes for elementary schools, so as to eliminate all existing defects; to bring them into unison with each other, *and with the best*, and to allay the prevailing dissatisfaction. *Special attention being given to the improvement of our much-neglected rural industries.* It would certainly produce much lamentation and bitterness if all the non-provided schools were to be taken over by the State; but that feeling would soon pass away, and the beneficial result of the change would be simply incalculable. It must come to that, sooner or later, and the sooner it comes the easier and better it will be for all.

But it is necessary to enter a caveat that we, as a world-renowned commercial and industrial nation, can no longer afford to muddle along, with the education of the nation at the mercy of any Member of Parliament who is conceited enough to think that he can do the work without any previous experience of what that work is, or how it ought to be carried out so as to benefit the country (not himself) in the highest possible degree. Any business man who entrusted the management of his affairs to an inexperienced and incompetent man would be considered unreliable and would soon be ruined; and the same simple rule holds equally good for a country. England is being commercially

ruined by other countries, and promises to be soon quite worthless to any aspiring invader, owing to our intense stupidity and moral cowardice.

The inevitable reply to this is, that all the other great departments of our government are usually (mis)managed in the same haphazard manner by blatant casual amateurs; but that is only a convincing argument in favour of the thesis that the control of the *most important* department should always be in the hands of a Minister who has a thorough knowledge of, and sympathy with, the educational requirements and possibilities of his country, and who would therefore be devoid of any hampering political or religious bias.

Men of that calibre are not so plentiful in these days as are the leaves on a tree in summer, and they certainly will not be found in the House of Commons; but so long as there are specially qualified and capable experts available, like Vice-Chancellor Sadler of the Leeds University, there is no excuse for putting the country to the expense of educating any unqualified temporary incumbent in the art of repeating platitudes which he has heard elsewhere, on the grounds that he is a Member of Parliament and must, therefore, know all things. It is, unfortunately, the fixed custom of both the great parties to compensate one of their adherents in such a manner as to be extremely detrimental to the education and proper development of nearly all the children in the kingdom; and yet we seldom hear a word of remonstrance, notwithstanding the

constantly increasing cry for such improvements in our erroneous and illogical methods as will enable these children to compete on equal terms with those of other countries in the future. Do not we see in this the full meaning and truth of the old aphorism "*Quos Deus vult perdere, prius dementat*"? The unfortunate combination of amateur and office, in which the latter predominates, leads to stagnation.

If, during the previous years of their lives the different heads of the Board had succeeded in gaining some of the varied experience which is necessary for the intelligent discharge of their important duties, by constant inquisitive visits to some of the many different schools to be found in any county or large town, they would have long ago arrived at the conclusion that, under the present conditions, a very small ladder will suffice to carry up all the eligible boys who are likely to benefit permanently by promotion from the ordinary elementary to the secondary schools, and that no broad staircase will be required unless, and until, those elementary schools are converted into, or replaced by, industrial or craft schools, as may be the most suitable for the locality.

The only ladder which appears to be made any use of is the one down which our priceless children are daily descending to perdition, owing to their upward progress being barred by ill-conceived and ill-directed education.

They would also have learnt what strange and apparently unsurmountable social differences exist

between similar schools in the same town, all of which militate against the educational advancement of the poorer class of boys in the poorer schools, and constitute an additional handicap to them when competing for employment against well-nourished and well-clothed lads from other schools. And they would have found it impossible to overcome those differences, or the local prejudices arising from them, by any legislative process. It is, of course, possible for an exceptionally gifted poor boy to gain a scholarship, but his staying powers are limited owing to his poverty. And this holds good everywhere, except perhaps in those wonderful Dockyard schools.

It is the veriest nonsense to prate about education being so devised as to allow of all boys being given equal chances of success in life, when they are not given any sort of mental or physical equality at their birth. Other things being equal, a boy's success in life depends on his capacity, and no sort of legislation can get beyond that; but no matter how highly gifted a lad may be, or how favourable his chances, he will be a failure if he is idle. And furthermore, all true success must be built on right doing, which is scarcely feasible in a bad home.

There is, moreover, the social difficulty after leaving school, which keeps the fine, manly, intelligent mechanic, in his modest clothing and with his unassuming demeanour, on a lower social plane than the more gaudily dressed clerk or shop-assistant. But the day must come when full recognition will

be given to the sterling qualities of the high-class artificer, in spite of his clothes, by virtue of his superior attainments, and his greater relative value to the country; and by that time, it is to be devoutly hoped, the boys will have had their hands hardened, and their latent intellects developed by wisely correlated industrial training, so as to be capable of earning better wages, and to be, in every way, more worthy citizens than their fathers are in this fateful year 1912-13. Then shall we commence to realize the value of the "primary school as the centre and pivot of social reform."

RURAL AND PRACTICAL EDUCATION

TWO serious impediments to progressive practical educational reform throughout the kingdom (Scotland excepted), and especially in Ireland, are the lamentable lack of intelligent, broad-minded, co-operation on the part of the average (unpaid) Committees, and the persistent, malevolent intrusion of Party politics (that veritable curse of this country), which prevents the concentration of individual minds on the subject of education, or on the after-care of those who are in danger of failing to find the means of obtaining a suitable and honest livelihood. These remarks apply to School-Management as well as to Local Education Authorities; but more especially to the latter, which are chiefly composed of Councillors who were originally elected on purely party lines, and have their own separate

“axes to grind.” Such members are usually little interested in education *per se*, and are frequently so mentally unfit to appreciate its value that they are unable to oppose effectually the clerical and scholastic faddists (who are occasionally to be found on such committees) in their direct antagonism to any curtailment of fanciful and flashy subjects in favour of practical industrial or commercial work. The erroneous idea that “Church” schools exist for the benefit of the Church only should be sternly suppressed.

RURAL

FORTUNATELY, this is not the case in all towns, and it is to be hoped that the determined spirit of improvement to be seen in London, and in some of the more hard-headed northern manufacturing towns, will soon be observed everywhere. The counties appear to be more severely handicapped in that respect than the towns, but the strenuous and consistent efforts made by Gloucestershire to increase industrial training in all schools, as well as by means of special craft schools, have been so successful that they are sure to be imitated by others, whilst the interesting experiments of the Lindsey (Lincolnshire) County Council will doubtless be still further improved on in other counties; until the dormant and unsuspected intelligence of the rural population is thoroughly aroused, and the people are able to appreciate the many advantages

of healthy, useful work on the land, over the uncertain and under-paid temporary employment which awaits all who are foolish enough to forsake the open country for the over-crowded towns.

We certainly have not moved as fast in this direction as we could have done; and as we should have done; and we ought to increase our efforts until Government has instituted in every county numerous rural schools of a special class to meet the needs of the dwindling agricultural populations, so as to enable us to make headway, more effectually and more rapidly than hitherto, against the mass of illiteracy and prejudice which is impeding the general progress of the country.

In Gloucestershire the utilization of the annual County Agricultural shows as a means of disseminating knowledge of country life and work in an interesting and instructive manner, has led to highly satisfactory results, especially in the treatment of the invaluable school garden as a medium for stimulating every branch of the schoolroom studies. But, unfortunately, gardening is one of those necessary matters which the Board treat contemptuously as extra and "special subjects," and for which they allow too little time and money.

In February 1911 the following resolution was passed at a meeting of the new National Industrial Education League, which was held at the London Guildhall: "That a national system of industrial, professional and commercial training should be established to which the children shall pass as a

matter of course (unless the parents are prepared to undertake their future training), and without interval, for a definite period, to be thoroughly trained for entry to the particular calling for which they are best fitted. And that the Government be urged to provide by legislation such a complete system of education free to all scholars, and the expenses thereof defrayed from the National Exchequer."

The production of such a comprehensive resolution shows that we are advancing slowly along the right lines; and how necessary it is to have more substantial help from the Exchequer; but the Resolution misses the important correlation of all forms of manual instruction with the other parts of the school curriculum, which is so marked a feature of the Home Office system, and which, *mirabile dictu*, the Board have been "carefully considering" (so the Report states) ever since 1908.

It is scarcely correct to say that the task of the agricultural labourer is a humble one, and the more the matter is considered the more clearly will it appear that good workmanship, careful forethought, and common-sense reasoning are quite as important on the farm as they are in the factory. "There is no patent in farming," and it is a hopeful sign of the times that increasing attention is being bestowed on this important industry. The well-rewarded displays of craftsmanship at the Suffolk County Show in June 1912 proved the high

standard of work which is attainable by a capable farm labourer.

When the State of Virginia, U.S.A., was called on to solve the problem of rural education it was done by the establishment of a large farm school, which is probably the largest and finest in the world. It is reported to extend over 796 acres of good land and to comprise more than 100 buildings, which include separate ones for education in everything connected with trade, domestic science, and agriculture, besides workshops in which practical training is given in sixteen trades. On that farm they are training up their children to cultivate their own land and to become good useful citizens in their own State; and they are teaching them to take a real practical interest in life, and how to live amid proper surroundings.

There seems to be great need for two or more schools in this country similar in all respects to that one; indeed, there would be little difficulty in finding boys enough to fill half-a-dozen; but at present we are short of training colleges for teachers. But even with only two the waste lands of England and Ireland would be put under cultivation within the next twenty years, and the cost would be trifling when compared with the amount of good that would certainly be done. Cirencester could have the teaching staff ready by the time the buildings were completed.

Sir John Taverner, the Agent-General for Victoria, has worked out a scheme for a State

training farm in Great Britain, and his ideas have been published in the public press.

A farm colony for boy scouts has recently been started with a full measure of financial support at Wadhurst in East Sussex. And Mr. Benjamin Newgass, a well-known generous City merchant, has handed over to the same association an estate called Buckhurst Place near Tunbridge Wells, containing a mansion for 200 boys, farm buildings, and one hundred acres of land for a similar purpose.

That indefatigable patriot—Colonel Alsager Pollock—has the support of a very strong and influential council in the establishment of a British Boys' Training Corps for the purpose of giving a continuous course of industrial and military training, for two to four years, to unemployed boys over fourteen years of age, which is almost certain to be an immediate and splendid success. But it is a national disgrace that the initiative in such an important work should be left to a private individual instead of being carried out by the State.

There is something very ominous about the profound apathy of the nation regarding the future of their sons and daughters. The correct training of the children so that hereafter each one of them shall be fitted for some useful life-occupation and become a worthy citizen, is not a work of charity which may be left to be dealt with by private agencies, but, on the contrary, it is one of such paramount national importance, affecting the souls and bodies of future generations, and aiming at

producing the best men and women to perpetuate and to defend the Empire, that it can only be carried out by the State. No half measures, such as we are trying to exist on now, will avail any longer; we have drifted too long; the rest of the world has moved on and has left us standing still, with no thoughts of anything except our dishonest and despicable Party squabbles, which only serve to blind our eyes to the inevitable ruin which we are bringing on ourselves.

Ireland's drawback is the constant emigration of her people, *who will do no work at home*, to other countries where they become splendid workmen; and the establishment of two large State farm schools in that island for 1,000 boys and an equal number of girls each, *all from England*, would soon replenish the population of that part of the kingdom, and make it the most prosperous part of the British Isles. The man who could, and would gladly, start those schools is now on the spot; the cost would be comparatively trifling and the undoubted return would be enormous.

True it is that capital is necessary for the success of any commercial undertaking; but what we want even more than capital is the knowledge and disposition to employ it wisely. What has produced the difference in the past between rich and progressive England and the stagnant poverty of three-fourths of Ireland? *Industrial knowledge.*

The prevention of unemployment is not a simple matter; but when once established, there is no certain

cure for it. In partial proof of this, it may be pointed out that out of 6,724 adult men who were employed at the Hollesley Bay Colony between 1905 and December 1911, only 19 (nineteen) had taken up regular work afterwards on the land. Compare that with the result of the recent experiments with British boys in New Zealand.

Contrast our national apathy with the energy and foresight of the managers of Barnardo's Homes, in starting their Boys' Garden City at Woodford Bridge, Essex, for training 900 boys for farm life in Canada. It is unthinkable that any valid objection could be raised to similar State Controlled Institutions on a large scale, to train boys for farm life in their own country.

That failure of the Hollesley Bay Colony seems to show that it is wholly unprofitable to attempt the reclamation of the irreclaimable, or to put back on the land those who have fled into the towns to avoid the hard work which the land extracts from those who would make a living from it; but all the boys who have been tried on the land, at home and elsewhere, have succeeded well. Why then should not an immediate start be made in getting the people back to the land, by the simple process of taking up the land first and erecting the necessary buildings, sufficient for two large farm schools in England, and two in Ireland; selecting the staff, supplying the equipment, which should be sufficient to make them absolutely self-supporting, and then starting them all simultaneously, with the same number of

boys and girls in each. That number would, of course, be small at first—say 200 of each, to be increased by 200 more each year, up to 1,000 of each as the maximum; by which time the first comers would be nineteen years of age, and would be thinking of settling on their own land (twenty to twenty-five acres) which they would obtain from Government on easy terms, and on which they could commence a regular system of co-operative farming.

Of the hundred and one objections that will be raised to this suggestion, the first will probably be that no provision has been made for religious instruction; and there would be just the work most congenial to some of those devoted Medical Missionaries, who are always in training for service in foreign lands, and who would gladly do all the requisite religious and medical work for a reasonable salary to be paid by the State.

Never mind the others; no work is worth doing which does not present some difficulties at first. If America can do it, so can we.

The special and life-long advantages of efficient practical training in gardening and carpentry combined, with a view to increasing the number of capable gardeners in the country; and also of other useful handicrafts, need no comment here, as they have been already fully set forth by some of our ablest authorities. So also with respect to drawing, in which subject the ordinary elementary school boy is given more and better education than will be found nowadays in most of the high-class, ex-

pensive schools, where education in Art is most essential.

Most boys are taught sewing in the Infants' Department. Why is not that continued when they are moved up to the big school? Is it not likely to be of practical use to them in after life?

In connection with all kinds of manual work, it may not be considered out of place here, to draw attention to the well-known fact that, whereas nearly all boys are born with two hands, yet they are seldom—if ever—taught the equal use of both of them; but when they grow up and take to any sort of work as a livelihood, they find that both hands are required for the efficient performance of that work. Neglect of the constant use of one hand—say the left one—is injurious to the development of one half of the brain power (the right half); and therefore, an ambidextrous workman or soldier or sailor may fairly be considered to be of greater value than a lop-sided man who can only use one hand properly. If our educational experts are of opinion that every man should have an evenly balanced brain and body, they will doubtless adopt such measures as may be deemed best for the future prospects of our boys. If they arrive at the conclusion that every working boy ought to be able to use both hands with equal dexterity, they will perhaps concede the same necessity to the aspirant officer, who may any day be obliged to use his left hand in defence of his own life or the lives of others.

What has this pseudonymous compulsory educa-

tion accomplished for the country? The system has only been working for ten years; which, in this apathetic country is too short a time to allow of fair judgement; and it is evident that some parts have made more progress than others, but we have abundant evidence in the present condition of the country, morally, physically, and commercially, that the national education during the two previous generations has been a ghastly and disastrous failure, and that we now appear before the world (though perhaps not yet in our own eyes) as a Godless, undisciplined, and unprogressive nation split up into two major and two or more minor hostile factions, each of which is mainly engaged in continuous (and often shameless) strife for supremacy in the State, with the attending patronage, emoluments, and power; and often without due regard to the safety, honour, or welfare of the Kingdom which they are paid to govern.

Education has not yet taught us to realize the truth contained in the warning that "every kingdom divided against itself is brought to desolation," nor to understand that the old maxim *divide et impera* does not mean "Party Government," but is best rendered in English by the simple but expressive word "decentralization," *i.e.*, "divide the work," and not "divide the country." But the happy day may yet come when the better educated nation will insist on being rightly governed—in the fullest sense of the word—by the best brains in the country; by trained statesmen, each of whom will be a com-

plete expert in the work allotted to him. There is nothing Utopian or impossible about that, it is nothing but "common sense"; and there seems to be no other way to secure real practical religious and secular education for the children, and at the same time to nullify the evil designs of socialists and rebels.

The first act of a fully qualified Minister of Education would probably be the re-arrangement of the teaching given in all training colleges, so as to modify, or omit, some of the subjects which are obviously unlikely to be profitable in the life-work of the average primary school boy, and to include all those that will be of use to him, and at the same time to amend the Code, so as to bring handicrafts, hygiene, cookery, etc., on to the Curriculum, and to make them compulsory during the *afternoons of each day*, during the last two years of school life. During the few years which must elapse before the new lot of teachers are ready, the practical work should be pushed on in the same vigorous, helpful manner as has been done in the two counties already mentioned (and in some others), so as not to lose time. And another point of great importance is that the grant for all such practical subjects ought to be at once raised to the level of the Scotch scale.

THE RELIGIOUS DIFFICULTY

Religious instruction is permitted in schools, but no grant is allowed for it. There is no apparent reason why any grant for it should be either demanded or given. This so-called religious instruction, which has become a regular bug-bear (through ignorance) amongst certain classes of English people, is carried out in various ways; and in many council schools it simply takes the form of Bible history and geography, including the drawing of maps of Palestine and other places; whilst in others, the time allowed for it is utilized in endeavours to give a moral training, which, while avoiding all sectarian differences, will tend to keep alive the best religious instincts of England, and will influence for good the after-lives of the boys. In most schools, half of the allotted time is devoted to reading certain selected portions of Scripture, which is most wearisome to the poor boys, and leaves no lasting, useful impressions on their minds, although the teachers endeavour to explain the meaning of the passages, to the best of their abilities. In strict Church schools the chief attention is given to the catechism, creeds, and doctrinal notions generally. No religious catechism or religious formulary which is distinctive of any particular denomination may be taught in any primary council school, and no child can be legally compelled, against the will of the parents, to attend any sort of religious instruction. Much more could

be added, but enough has been given to show the making of a typical "English" muddle, which has given rise to much needless mistrust and dissatisfaction.

It has been well said somewhere, that "Knowledge, in the form of secular education, alone, does not provide an adequate guide of life, and fails to form the character and to provide inspiring motives of thought and of action in relation to the affairs of men." It is plainly insufficient, and it may be dangerous (to the individuals, as well as to the State), to impart such knowledge without reference to the moral sanctions by which the lives of men ought to be governed. That warning has been neglected, as usual, and the danger has now overwhelmed us in a most awful catastrophe. If we neglect to profit by this—the second national warning received during the short space of fifteen years—we shall deserve the doom which we have deliberately brought on ourselves.

The inference to be drawn from all this seems to be that systematic, intelligible, moral instruction should be compulsory through the whole of school life, and should form part of the syllabus. Such lessons can easily be made most interesting to children of both sexes, and of all ages, and will constitute an invaluable foundation for the future training of the rising generation. If, as seems desirable, religious instruction is to be continued, it is necessary that we should be consistent, and should not allow it to be given by any one who is not

fully qualified to do so, and it will probably be found that two or three lessons a week will be quite sufficient, and will be more than is given in the higher-class schools for children of wealthy people.

It is notorious that very few parents in any class of society take much interest in the religious teaching which is given in schools, and which is generally known as "Divinity." How many men of the working class, or of any other class, will be found inside any (except Roman Catholic) places of worship? But this we must admit is very much a question of clothes with the former. As we stand at present, the Boy Scouts, thanks to Baden-Powell, are the only boys in the kingdom who are receiving a religious and moral training which they can understand, and by which they can, and must, derive lasting profit. Every school in the kingdom, from the richest to the poorest, ought to be full of Scouts, who will then be given a fair chance of turning out fine, upright, manly men, instead of prigs and loafers.

When the history of these times is written, that modest and unassuming "Chief Scout" will stand out pre-eminent above all garrulous lawyers and politicians, as the deviser of a carefully considered and well-organized system, founded on religion, morality, and duty, for the regeneration of British boyhood, and which, by its unprecedentedly rapid extension to other countries, is making for peace, patriotism, and prosperity everywhere. The whole

system is so perfectly adapted to the various proclivities and temperaments of British boys, that it has already, in three or four years, produced a most marked improvement, both in and out of school, and is forming a solidity of character and a solidarity which gives promise of the ultimate development of a true national spirit—such as exists in Japan.

Then, and not till then, will England regain her former proud position as Head of the Nations.

The motto over the entrance doorway to Raines' Foundation School in London is, "Come in, and learn to do your duty to God and man," and that is the sum and substance of the three points of the Scout Promise. Every school might be proud to have such a motto over the doors; and it might possibly lead to a clearer understanding, on the part of the students, of the deep and full meaning of that comprehensive word Duty; a word which, unfortunately, does not hold a high place in the British vocabulary of the present day.

And that word must be taken to include "tolerance," not entirely in the religious sense, which has little meaning for boys, but as being the key of *unselfishness*, which makes us harder in ourselves, and imposes a wholesome personal discipline. So we are inevitably led on to recognize that Duty is the keystone of character, and that its meaning and application can be brought home directly to the head and heart of every British boy (rich and poor) by means of a graduated course of instructive

moral training. The richer the boy, the higher the school, the more strict should that training be.

The events of the fateful years 1911-12 have proved the harmfulness of our superficial education without the safeguards of stability of character, or useful resources of any sort, and we must endeavour to avoid the recurrence of similar national troubles for the future.

Surely no more worthy man stands on the earth than the straightforward, independent, self-respecting, British working man, who is a marked contrast to the despicable dupe and slave of tyrannical "Trade Unions," which are dominated by truculent socialists and anarchists, whose sole aim appears to be the disorganization of lawful labour, and the enrichment of themselves.

It certainly seems strange that in a professedly Christian country so much indifference should be shown to the teaching of the Christian religion to the children of all classes. The rudiments, at least, used to be formerly taught in the homes; but, with few exceptions, that practice has been given up in Protestant England, because the rich will not "be bothered" with such matters, and the poor are as a rule too ignorant to do it. After much haggling the Government reluctantly consented to make such teaching permissive in the elementary schools, on certain conditions, which may possibly produce some lasting effect with the more impressionable girls; but is of no use whatever with boys, under ordinary circumstances, in any class of school. It does not

interest them in the slightest degree, they can see no reason in it, they never see or hear anything of it at their homes, and it produces no effect on their after-lives. Here and there a devoted and underpaid curate will be found doing much good work in a non-provided school; but very few of the clergy are born teachers. The few boys who attend Sunday Schools and who sing in church choirs, do not always grow up to be religious men.

Every year numbers of Mahomedans, Buddhists, and Hindoos come to England from Eastern countries, where their previous training has been based on strict moral codes; and the true stories of irreligion, libertinism, poverty, and crime that are rampant in all English towns (such as they have never seen or heard of in their own countries) which they carry back to their homes with them, completely nullify the efforts of the missionaries, who attempt the impossible task of converting intelligent, religiously-disposed people to a religion which has no sort of hold on the carnal-minded rich, or on the millions of heathen poor who dwell in our overcrowded towns in England. In their own words, they refuse to be made in any way like our British soldiers. So it comes to this, that until we can devise a religious and moral training for our boys (and girls), of all classes, which will stick to them in after life and make good citizens of them, or, in Biblical terms, until we take the beam out of our own eyes, we shall not be accepted as competent to remove the motes from the eyes of others. No

amount of such training will, however, do much good, without a concurrent improvement in the housing, feeding, and standard of living generally of the working classes, so as to give them more comfort, more self-respect, and more confidence in doing right rather than wrong.

In defence of those much maligned soldiers, it may be said by one who knows them well, that they are grown-up British boys, who (with few exceptions) had never been inside a church or chapel until they joined the Army; whose secular education had been so neglected, as boys, that they are obliged to attend their Regimental Schools until they can pass the simple examination which entitles them to full pay, and who (thanks to Lord Roberts and the Rev. Gelson Gregson) can point with justifiable pride to a Temperance Roll of nearly three-quarters of their total strength, which is a far higher record than can be shown in civil life. It is pitiable to think that after seven or eight years' service, those healthy young fellows will nearly all be drafted out of the profession which they have mastered, and which they would gladly adopt permanently, and made to join the half-starved, fictitious Army Reserve, until they have completed a total liability of twelve years, after which a large proportion of them are again thrown amongst the unemployed, from whence they were originally drawn. More insular madness, and more reckless waste of trained men.

In addition to the religious or moral teaching which is given in the day schools, almost every

denominational school has its own separate Sunday school; attendance at which is more or less voluntary. So it happens that the elementary school boy gets something like five times more of such teaching than is given to boys of the leisured classes; and it will naturally be asked if the one class gets too little or if the other gets too much. It may be premised that both classes of boys start fairly even; any advantage there may be will be on the side of the poorer boy, owing to the superior teaching power of the highly-trained and more experienced teachers in the infants' departments of the elementary schools, and also to the lamentable fact that it is not now fashionable for "Society" people to teach anything to their children. This leads to another question. What amount of benefit does a boy derive from the teaching given in an ordinary Church of England Sunday school? He learns to repeat by rote certain Creeds, Collects, etc., which are not usually taught in the day schools, but the teaching power of the amateur is far inferior to that of the professional, and therefore the poor boy's mind soon becomes confused by the amount of unexplained theology which he is called on to assimilate, but is unable to understand; and the recitation of the Epistles and Gospels does not interest him in the slightest degree, not even after having them explained by experts.

The prospective choir-boy has good reasons for attending the Sunday school, but the others are

generally content with what they get on week days, and will not attend unless made to do so.

So it may be taken as a general rule that a boy—be he rich or be he poor—who has a really good home and truly religious parents—no matter what the religion may be—is more likely to grow up a religious man than one who has neither one nor the other. The richest home is not always the best.

There must be teaching, but it must be of such a simple, open, and graphic description that it will not mystify the children, nor be easily forgotten by them; and it will be of little practical use to them afterwards (seeing that they are human beings and not parrots) if it does not help them to make the most and best of this life.

Furthermore, is it not essential that the teaching should be so carefully graduated and solidified step by step as to ensure that the character of the people rises with their power?

And now comes the most important question of all, from the national point of view. When the children (boys and girls) reach the age at which the schools, and Sunday schools, cease to give them religious education or instruction, what arrangements exist, or are contemplated, for carrying on that civilizing work, so as to keep the young folk in the right way as they grow up, and to ensure some real progress being made in building up homes where purity and goodness reign—those homes which are the finest asset in the life of any nation?

Is there any clergyman or minister of any de-

nomination who is able to give a satisfactory answer to that question?

Most of us know the high ideals which the Church of England Men's Society, and other kindred communities, have set up for themselves, and of the earnestness with which they are endeavouring to attain thereto; but we also know that the results have, so far, been disappointing. If we examine carefully into the causes of this partial want of success, we shall find some of them to be as follows:

(a) The "labourers" are too few in numbers; *e.g.*, the parish of St. Luke's, Ilford, outer London, has a population of 10,000 people; and yet there is only one clergyman, who has no church, but only a mission hall, where 400 children are taught on Sundays. There is no resident land owner, nor large employer of labour, nor wealthy parishioner, nor endowment; and the work of christianizing all those people has to wait until £10,000 can be collected for building a church to hold 1,000. Where are the "labourers" who ought to be working there?

(b) The teaching is not adapted to the requirements or the aspirations of the people to whom, for the most part, life is a constant struggle.

(c) The irreligious style of living adopted by most of the leisured classes, who might easily be setting a better example to their poorer brethren, the people.

(d) The deplorable scarcity of churches, or buildings of any sort for the accommodation of the people, who would crowd into them if they knew

that they would receive spiritual help to overcome the pressing daily difficulties, trials, and temptations by which they are surrounded; and a method of instruction which bears closely on the connection between the Christian religion and human affairs.

The urgent want of to-day is "a great moral and spiritual movement to create a national conscience, and to deepen the sense of justice in the heart of the nation."

It is a serious fact, which the clergy cannot get away from, that an overwhelming majority of the men of this country are not church-goers. That famous (men's) parson, the Rev. Stanley Hunt, has published his convictions that "it is this systematic neglect of the public recognition of Almighty God which prevents this country from keeping the proud place which has been given us among the nations of the world." And, amongst other causes for this neglect, he has shown us clearly, from his own experiences, that working men, as a rule, are dissatisfied with the samples which are turned out by our present system—or want of system—they fully believe that things will be all right in heaven; and they want some real practical help to enable them so to live here below, that they may be worthy to go there when their work is done.

Why is it that the clergy, with few exceptions, are so backward in satisfying that reasonable want? Is it because they have no belief in the grand principle, so well expressed by Pope in the words

“his faith can’t be wrong whose life is in the right,” and are consequently completely out of sympathy with the millions who could be so easily led in the right way if they were taken in hand by competent, tactful men directly they left school? Or is it due to the autocratic spirit of episcopacy which keeps them aloof from the people, whilst at the same time, with strange inconsistency, it is intent on raising religious difficulties in the schools attended by the people’s children—the same spirit which repels the men of the more leisured classes, but fills the churches with over-dressed women? Whatever the cause may be, the future spiritual welfare of our boys demands its immediate removal.

SOCIALISM

WHILST on this subject, it may be well to draw attention to the success which is attending the fresh and extended efforts of those dangerous fanatical Socialists, as represented by the Fabian Education Group, the Teachers’ Socialist Association, and other kindred bodies during the last ten years. Their Parliamentary vote has increased from 70,000 to over 500,000; they have no fewer than 126 Socialist Sunday Schools in different parts of the country, in which class-hatred is methodically taught to more than 8,000 children and 1,500 adults; and they boast that they have enlisted the sympathies, and in many cases the support, of some of our school teachers. Moreover, their leaders openly

avow their intention of capturing the whole educational machinery of the country. All that, and much more, has been recently published in some of the leading journals by the Members of the Education Committee of the Anti-Socialist Union of Great Britain; and it has no doubt been duly noted at the Head Quarters of the Boy Scouts.

It seems strange, then, that the Socialists are showing signs that they are likely to be the first of the general public to recognize the wisdom and courage of Lord Roberts. Whether or not they are all of one mind on the subject cannot be ascertained for some time; but a good commencement has been made by that advanced Socialist Mr. H. M. Hyndman, who, in a long letter to one of our leading journals on 9th November 1912, has given undeniable reasons for his belief that the only chance for the future safety of Great Britain lies in the early training to arms of every able-bodied youth and man for the defence of the kingdom, should necessity arise. Shakespeare made no mistake when he wrote the warning words: "Plenty and peace breed cowards: hardness ever of hardiness is mother."

PHYSICAL TRAINING

Physical training has been introduced into our schools, and has been productive of much good when the exercises have been conducted by qualified teachers; but the bulk of the teachers are unqualified, and they generally do more harm than

good. The National League for Physical Education and Improvement are closely following the sound advice contained in the exhaustive report of the International Committee on Physical Degeneration of 1904, and are giving much invaluable assistance in this important matter which so much concerns the health, strength, virility, and education of the race; and the Board would lose nothing of their dignity or power by openly co-operating with them in recognizing the fact that a sound mind requires a healthy body. The important action taken by the Board in insisting on the organized continuous medical examination of all children at our Public Elementary Schools, has led to such valuable results, that it ought also to be made compulsory in all the other higher schools of all classes throughout the kingdom, for the simple reason that the much-needed improvement in the physique of the boys attending those schools is equally a matter of national concern. Most thoughtful parents will probably concur in the desirability of such preventive measures; but it is hard to persuade the many benighted and prejudiced people of the benefits which their own children will eventually derive from them. The necessary remedial measures for checking incipient maladies and degenerative tendencies are also being systematically carried out under the skilful guidance of Dr. Newman, the Chief Medical Officer; and in this also the Boy Scout Regulations give valuable assistance.

Dr. Newman's last able report shows clearly that

one of the greatest physical handicaps of elementary school children, as a class, is that of mal-nutrition, which is chiefly due to poverty. The last medical examination proved that 29.5 per cent. of the boys (and 26.1 of the girls) in England and Wales were suffering from that cause. "A ratio below 26 signifying bad nutrition, and one above 29 signifying good nutrition." But incidentally, it was also shown that the percentage of boys suffering from mal-nutrition at the secondary schools, and at Marlborough College, was 29.1 and 28.4 respectively; at neither of which could poverty be pleaded as a contributory cause; so in those places it will be necessary to seek it in excessive luxuriousness, dissolute habits, cubicles, or some other injurious conditions which will require more drastic treatment than has hitherto been tried. Judging from the startling revelations which were published in "The Times" newspaper some twelve years ago, it seems quite possible that Marlborough may show a better record than many other of the famous English Preparatory and Public Schools.

The obvious remedy for poverty is a higher standard of living among the masses; but as this has been proved repeatedly to be unattainable under our antiquated and anomalous Parliamentary system of government, it is almost hopeless to expect any great improvement in the physique of the working classes until the hard conditions of their lives are ameliorated, so as to enable them to

make more profitable use of the education given to them, whatever it may be.

That same report proves the truth of the statement made by the Inter-Departmental Committee, that "In a country without compulsory military service, the period of school life is the only opportunity which the State has for taking stock of the national physique, and for securing to its profit the conditions most favourable to healthy development." It was proved at that time (1904) that even in the worst districts, 80 to 90 per cent. of the children were born physically healthy; but that out of every thousand boys so born 180 died before the age of one year, owing to the adverse environment into which so large a portion of the population is born. There has been no appreciable improvement since that was written, and since the definite conclusion was arrived at by the Committee that "the adverse environment, which slaughters one in five of the infants born, has a maiming effect on those left." And what can this be called but "infanticide"? and in a worse form than was customary in India some years ago, and aroused so much indignation amongst the virtuous people of England.

Every individual voter can help materially towards effecting a complete alteration in these disgraceful conditions, and in re-establishing in England a high standard of living, such as exists in Belgium (where it would be hard to find a poor house, or even a poor person) or in Holland, as will reflect some credit on our national sanity. But,

until that is accomplished, it will be necessary carefully to conserve what physique remains, by not over-doing physical exercises for underfed or weakly children; whilst, at the same time, making them as varied and interesting as possible for the rest.

FEEDING THE CHILDREN

The provision of meals for necessitous children is resorted to in most towns, and suffices to keep many alive who would otherwise die; but the indispensable simple rules of healthy living, of the nutritive value of all available kinds of foods, and of "thrift" generally, are never taught to them, and consequently much of the little money and food which they do manage to get is wasted. Ignorance of such things, combined with intemperance and unfrugality, are factors which make for poverty amongst the working classes, and assist in diminishing their physical and mental powers. In these, as in many other sanitary matters, we might advantageously follow the example set by the abstemious, clean-living, and more healthy Jews, who invariably show more care for themselves and for their children than do our own irreligious British people, and who wisely avoid much preventable disease and degeneration by strict adherence to the wise and expedient Mosaic law relating to all male infants. Such a law is probably even more needed nowadays than it was in the days of Moses; and already there are to be found some medical men of high

professional repute who have adopted the practice with parental consent.

Not long ago, a very instructive point of view in regard to the feeding of school children was elucidated by Dr. Hollopetter of Philadelphia after many years of careful investigation. A large proportion of the poorer children, if asked why they had eaten no breakfast, would reply that they did not want it; and he proves that such capricious appetites are generally the result of several generations of improper hygienic and sanitary conditions. And he adds that while these things are unremedied, it is a waste of public money to spend it on free breakfasts.

It will probably be conceded that most, if not all, underfed children are the offspring of depraved parents with real bad homes, and have been habitually neglected in every conceivable way. Such parents may justly be held to have forfeited all parental rights, and to be guilty of serious misdemeanour, punishable by law; and the children, in such adverse circumstances, cannot possibly grow up to be honest men or worthy citizens. Would it not then be preferable in every way to make it obligatory on school managers and on magistrates to send away all such children to industrial schools, without the legal formality and consequent delay of existing arrangements, under cover of which the greedy, vicious, guilty parents frequently manage to retain the use of their poor children for their own selfish purposes?

There could not be any valid objection to such an act of manifest justice and expediency. At first, there would be many thousands of such cases, for whom additional accommodation would probably have to be provided, and the initial expense would be heavy, owing to the slackness and apathy with which this important matter has been treated hitherto, as if the presence of a few hundred thousand degenerate hooligans running riot in the streets of our towns was not a matter of serious public concern, as well as being an avoidable national disgrace. But, in the end, the country would be saved the certain expense of keeping them in prisons, or workhouses, society would be protected from much inconvenience and crime, and the boys (and girls) would be saved.

COST

The cost of feeding necessitous children during the year 1911 may be judged from the fact that 16,872,000 meals were given, of which 9,138,000 were in London, at the inclusive cost of £153,000—of which £1,375 was recovered from the parents.

The bill at Willesden for the same year amounted to £442 17s. 8½d., for food and £554 12s. 8½d., for administration less 6s. 1d., recovered from parents. And it is stated that over 47,000 dinners are served daily in London, during the winter months, to necessitous children of the Council schools.

It is not possible to improve the physical and intellectual standards of the poorer class children, until they are better fed. There is plenty of good food available for those who can afford to pay for it; and there appears to be no lack of most inferior food for others who are not so well circumstanced, and who require a more sustaining diet. But, unfortunately, the systematic adulteration of their daily requirements in food and drink, especially bread, milk, and tea, is appalling, and the remedial measures which have been adopted so far have not effected any material improvement. There is no standard for tea or coffee, such as is strictly enforced in the United States, and consequently our working classes get the worst of both.

All that is sufficiently prejudicial to the health and physique of the rising generation; but we must add to them the complete ignorance, in the homes, of the nutritive values of all kinds of foods and drinks, and the consequent absence from their dietary of some of the cheapest and most nutritious articles; the stolid indifference to any knowledge of cookery, together with a growing preference for cheap tinned foods which require no subsequent cooking and are of little value; the want of any variety in their foods; and last, but not least, the prevalence of infamous waste, which is even more remarkable amongst the working classes than among those who are better off, and which has given rise to the saying that "the contents of the dustbins of England would more than fill the soup tureens of

France." The French peasantry being the best fed of any in Europe.

The words "thrift," "forethought," and "economy" (the latter being called "the soul of cookery") are little understood in England, as yet, and are generally (but wrongly) supposed to be associated with stinginess and meanness.

Milk is, or ought to be, the chief food of young children, but how many of our poor people ever see it in a pure state, or would know what to do with it if they got it pure? It has long been recognized that the supply of pure milk is an important matter, affecting seriously the lives of countless human beings in this kingdom, and yet no Government has yet been found capable of passing an Act which will ensure such an inestimable boon for the poor, and such an addition to the health and strength of the nation. The Act of 1912 is incomplete in many important respects. If it had been the religious instead of being only the bodily food of the children, it would long ago have been raised to the dignity of a party question, and the matter would, perhaps, have been settled. How much longer will this apathetic nation remain indifferent to such disregard for the lives of the people's children? To an ordinary man who has seen other parts of the world besides England, it appears somewhat remarkable that we should be the only nation in the world which habitually consumes milk in the raw, uncooked state; and which, at the same time, wilfully neglects the adoption of necessary pre-

cautions to obtain it in a pure state, or to keep it from further contamination when delivered at our houses. At the risk of giving offence, one is tempted to inquire if that is a proof of our usual superior wisdom, or of the reverse. Or perhaps it may only be because we "don't want to be bothered"? It matters little which it is, the result remains the same; and it is to be feared that the nation which ignores such a matter as that will not seriously trouble itself about anything else connected with its children.

Many over-fastidious people pretend that boiled milk is distasteful to themselves and to their children: but there is no need to boil it (212°) in order to sterilize it. It should be simply scalded or heated to a temperature of about 120° , and it may then be drunk with safety and pleasure, either hot or cold. No one who has once seen a drop of raw milk under a microscope will ever again drink it until it has been cooked.

The foregoing remarks apply to England only. But in Ireland the conditions are still worse; for, whereas in former years the labouring classes lived almost entirely on "stir-about" (porridge) made of good, sound oatmeal, and good milk, or butter-milk and potatoes, and were, physically, as fine a race as could be found in the world; yet during the past forty years or so that wholesome, man-making food has given place to loaves of white bread such as no Londoner would touch, and a decoction of tannin without sugar or milk which does duty for

tea; and the national physique has deteriorated in a most deplorable manner; whilst, at the same time, the lunatic asylums have been filling.

All this appears to prove the correctness of the statement by that great authority Mr. A. G. Payne, that it is waste of food and material that really impoverishes a country, and that "it is a shocking thought that many die annually of actual starvation, whose lives might have been saved twenty times over by the food that is every year thrown away."

If there is any other effective remedy for all these evils besides plenty of rightly applied practical education for all our boys and girls, let it be adopted at once.

It will be most unwise to run away with the idea that physical training is a panacea for degeneracy or for any other evil, or to believe in outside bodily measurements as a guide to internal soundness or stamina, for both of them are dangerous fallacies. If a boy of fourteen can run half a mile without being unduly distressed, there need not be any doubt as to the soundness of his lungs and stomach, which are the chief requirements, and the outside filling can be made up later on; but there is no use in going in for measurements of any sort, or for making up boys for show gymnastics, unless their interior machinery is in perfect order. The tendency nowadays to strive for effect and to produce a few show performers is common to all classes of schools; but it tells against the general efficiency.

Among the many valuable and interesting facts

which have been brought to light by the medical inspection of children, we may mention that in many places it has been found that up to the age of ten or eleven years boys are both taller and heavier than girls, while above that age the sex proportions are reversed. Ten per cent. suffer from defective eyesight, and four per cent. from defective hearing. Also that "uncleanliness, in particular in the gross forms in which it occurs amongst so large a number of school children, is a somewhat serious reflection upon our educational system in this country during the past generation." Thirty-five per cent. are reported as "verminous." Another point of importance is the extent to which decay of the teeth prevails—forty per cent. having some bad ones and nearly one third of the children having three or more obviously decayed teeth. This is a serious defect, which increases after the boys leave school, which makes for defective nutrition throughout their lives, and which has prevented many hundreds of otherwise eligible youths from entering the army. Many professional men lay the blame on the children for not cleaning their teeth properly, but that is incapable of proof, and there is no doubt that children of fifty and sixty years ago made no more use of tooth-brushes than they do now. They would probably be nearer the mark if they laid the whole blame on the mothers who neglect to feed their children properly from the day of their birth, with such food as will make sound teeth and strong bones, a sound constitution, and plenty of hair.

The same defects, and the same causes, will be found to exist to an even greater extent amongst boys of higher class schools, whose mothers are not obliged to work for their living.

We have it on good authority that "as strong teeth can be shown to be developed by encouraging mastication of the young, it seems likely that the man with the firm jaw, who knows his own mind, is presumably one who was made to chew properly in childhood, and was not allowed to wash down his food with gulps of liquid." It has been observed that boys taken out of the London streets and sent through a ship-school into the Navy develop jaw, increasing its size and improving the angle of the lower jaw. The improvement in their faces is indeed almost as notable as the improvement in their general physique, and the change is very largely due to the rations of hard tack and harder beef on which they subsist. "It is probable that the development of adenoids in children, which is one of the affections of modern days, is due to feeding them so largely on soft and pulpy foods." Seven per cent. are reported as suffering from adenoids, or enlarged tonsils. It must have surprised and delighted a good many people when they heard that the 7th North London Troop of B. P. Scouts were having regular lessons in cookery at the L.C.C. Schools of Newington Green, North London, and that the teacher in charge gives a most satisfactory report of the conduct and capabilities of the boys.

There is also reason to believe that similar good

work is being done in Manchester. This is most encouraging news for the enthusiasts who hold the belief that we should all work constantly to secure for every boy a life worthy to be lived.

PATRIOTISM

We all know that a patriot is a person who loves his or her country, and takes an interest in it; and an attempt has been made, on a previous page, to show how unreasonable it is to expect any genuine feelings of such a nature from one third of the British population, whose interests are entirely devoted to the daily supply of their own bodily requirements, by any means other than honest work, which, no doubt, in many cases is not easily obtainable. A patriot need not necessarily be a sailor or a soldier, nor is it possible for him to be a "jingo," and he will not be found among the crowds of besotted people whose sole idea of patriotism consists in hideous Mafeking orgies and in roaring out such boastful songs as "Rule, Britannia," etc., forgetful of the fact that very few of them would ever dream of lifting a finger in the defence of their own country, and also that the majority of them are, at that very time, the most despicable dupes and slaves (to their Unions) that the world has ever seen, without freedom of any sort; whose sons are now in our schools, and must be saved from a similar awful fate. Surely no higher form of patriotism could be found than the uplifting and saving of these lads, few of whom can be brought

under the direct influence of the Boy Scouts. If every aspiring Missionary in England could be turned, by their respective societies, on to that noble and urgent home work for the next twenty years, there would still not be enough to go half round and to cope with the existing mass of British heathendom, which is far worse than they can find elsewhere.

The example set by a Christianized England would render their work easy in other countries. But it will not do to forget that the well-to-do heathen at home, to whom much has been given, are probably more difficult to deal with than are the poor, from whom less is expected, and that the evil example set by them is the greatest possible hindrance to the improvement of their poorer fellow countrymen.

The Union Jack as the national flag is our outward and visible sign of patriotism; but until the institution of Empire Day through the exertions of Lord Meath, very little attention was paid to it as such; and even now the feelings of the general public regarding it are of a very mixed character, and are indicative of a national apathy and lack of proper pride which renders the teaching of patriotism to boys a difficult matter; and makes us appear in the eyes of the great over-seas Dominions, as well as to most other nations, a mean-spirited, selfish lot of noodles, who think of little else except our own individual pleasures. If, as seems possible, there are not six boys at either of the great schools of Eton

or Harrow who could without previous preparation give a written description and correct drawing of our national flag, it would be unfair to expect more than that modicum of patriotic knowledge from boys in the elementary schools; and such ignorance is apt to convey the impression that the obligatory duties of all who live under the protection of that flag are not sufficiently recognized. Already, one town has given up the public celebration of Empire Day!

No Government in modern times has officially acknowledged the necessity of teaching these duties in any English school; but in those great self-governing dominions the benefit of such teaching is clearly understood as the first step towards the formation of the British national spirit, and 24th May is observed as a special public holiday.

In England we are so taken up with our contemptible Parliamentary squabbles, and our ceaseless amusements which go on simultaneously, that very little serious attention appears to be given to such important matters. It seems to be taken for granted that patriotism is firmly implanted in the heart of every British boy at his birth and will grow of itself without any further care or attention. We shall have a very rude awakening some day, unless these patricidal ideas are completely reversed without further delay.

The only effective way of preserving peace with our neighbours is by being always completely ready to fight them and subdue them, in trade or

in war, and that necessitates unity at home, in place of disintegrating disunion. We need not look beyond the words of scripture for confirmation of that fundamental truth. And, of course, the same rule holds good with regard to the prevention of internal disturbances. But in what manner are we training our boys and young men to a full comprehension of the meaning of those words, as applied to themselves, and to a determination to undergo the small amount of self-sacrifice which the fulfilment of them demands? Once more, the Boy Scout system came to our rescue at the right moment, but outside of it there does not appear to be any demand for patriotism in the Kingdom, and the richer classes for the most part appear to be distinctly averse to it. These latter are quite willing to pay others to do a double share for them, rather than that they themselves should be roused to make such distasteful efforts, forgetful of these grand words, "Here and here has England helped me; how can I help England? Say!" and ignoring the impressive warning of our Sovereign, that, "the British Empire requires, at the present time, hard service from all its subjects. It requires the hardest service from those to whom most has been given."

But there are many other ways of serving one's country besides those which involve naval or military service. Many people seem to forget that there is also the important commercial and industrial side of the question, which demands an equal amount of patriotism from all classes; because in a

contest of tariffs, in which all the advantages were against us, the external and internal pressure would be so great that we might be reduced to great straits without the firing of a single shot. In helping to avoid such a calamity, each one of us can play an important part, without any risk of life and with little self-sacrifice, by insisting on adequate protection for our industries, and on absolute fairness to trade with other countries, and also by refusing to purchase articles of a foreign make which are underselling similar articles made at home, all of which will tend towards keeping our money in the country, and raising the standard of living for the working classes.

There is also great need of a more patriotic Press which will not divulge all our secrets and all our troubles for the information and delight of other nations; which will not assist in demoralizing our boys by the copious dissemination of betting news, criminal trials, and so forth; but will work conscientiously and consistently for the upraising of the people and the formation of a true national spirit without the taint of party bias.

All that would entail an amount of self-sacrifice which may be unattainable in these days. No man or boy, with the smallest spark of loyalty about him, or who has any manly spirit at all, will think of joining in a strike, because his better feelings will teach him that by so doing he will be injuring his own country, and playing into the hands of the foreign rival. Our boys have read enough in our

daily papers to show them how easily the half-civilized and semi-educated strikers have been led astray by highly paid, irresponsible agitators; and many of them have had some personal experience of the horrors of a strike; but they will not be able to understand, until they grow up, what irretrievable pecuniary loss, what loss of national prestige, and what an amount of moral degradation, have been caused to the country by the strikes of the past two years. If we had a permanent (non-party) Minister of Education who could devise, and guide, a revised system of schooling, entirely adapted in every way to our national requirements, and if he had the necessary support of his Parliamentary colleagues in improving the conditions of the poorest classes, and in enacting laws for the better discipline of all British subjects; the moral standard of all grades of society would be so raised that the barbarous methods of agitators and strikers' would fall into disrepute as the rising generation grows up, and we should be enabled to teach our children to take a practical interest in life, and how to live amid proper surroundings.

Meanwhile, those who are looking forward to the solidarity of the Kingdom as a necessary prelude to the consolidation of the Empire, will be sorry to see the progress made by the junior leagues of both political parties in drawing off our boys from schools, and from attention to the wants of their employers, to become noisy members of one or other of the two hostile factions which keep

us a divided kingdom, and render any continuous policy of government an impossibility. There are far too many leagues in our country already, and we should be happier as well as stronger if they were all swept away. But it is monstrous that our boys should be set fighting with each other before they can possibly understand what they are squabbling about. Possibly the next step will be the recognized, or covert, teaching of party principles in the elementary schools? Who will venture to prophesy our incapability for such an act of madness? It would be the death-blow to patriotism—and to everything else that is good—in Great Britain. Would it not be better to be content with teaching our boys to work honestly first, and to let politics alone until they are old enough to see the harm of such things? They will not be long in finding out that party quarrels will never save a man or a nation, but that honest work will save both. It might also be a good thing to get every boy to understand that no less than 400,000 British youths come to man's estate every year, but that a large proportion of them are so deficient, either in stamina, or in pluck, or in a genuine love of their country, and are so ignorant of the ruin and misery which would result from a defensive war in our present defenceless condition, that they have not attempted to fit themselves to take a man's part, and a citizen's share, in the defence of the women and children of England, should occasion arise. We have a right to expect better things than that

from every boy, be he rich or poor, in every school in the Kingdom, and from all their successors in the future. Will they prove brave and faithful or will they funk the risk? One thing which he can count on as certain is that no man keepeth his castle by means of his tongue alone if it be attacked by one who is stronger than himself.

But the presumptuous Briton seems to think that he knows better; and he will bring up his sons in the same erroneous views unless he is forestalled by education.

There is such a close connection between patriotism and discipline that it is almost impossible to separate them, and neither of them is fashionable with us in these days. Patriotism is not a sentiment only but it is a solid conviction, it is in the heart of man, and cannot be put on in time of national danger, and put off again when the danger is past, like some part of his outer clothing, as was the case during, and after, the war in South Africa. To most boys who have been taught how to think, there is a real difficulty in understanding the possibility of more than one half of a divided nation being entirely patriotic; when they grow up they generally cease to reflect on such things, and leave it to the particular newspaper which caters for their political faith to do all the thinking for them. So the proprietors amass wealth from the coppers of the people, and the people remain in ignorance of what is right and what is wrong. But true patriotism is of no party.

One day early in November 1912, during the war between the Balkan States and Turkey, we were told that when the King of Montenegro was on his way to Lake Scutari, he stopped at all the villages in order that he might say a few cheering words to the women whose menfolk were fighting at the front. He praised the women for their heroic sacrifices, and congratulated them most heartily on having such splendid and patriotic men for fathers, husbands, brothers, and sons. In that small State with a population of only 225,000, as also in Bulgaria, with less than four and a half millions, and Servia, with about three millions, every able-bodied man was trained to fight for his country, and they were all away doing so. What a lesson have we there for England the unready! Will she learn it, or will she prefer to die in her sleep?

The public spirit which was roused with so much difficulty by Lord Meath a few years ago is in danger of being superseded by the self-flattering pageants, which only teach boys to rely on the past glories achieved by their forefathers, and to divert their attention from those duties and obligations of the present, which are needed to prevent the threatened break-up of our country by internal disorders, as well as by outside hostile pressure.

Johnson was not exaggerating when he wrote the words "Example is always more efficacious than precept," and it is essential to the permanent development of both patriotism and discipline amongst elementary school boys, that a better

example should be set them by all the great fashionable schools in the country. Indeed, there is every reason why the son of a well-to-do man should be better disciplined and more patriotic than the son of a poor man, and why he should give evidence of both consistently by his deeds, and also by his words, so as to be a standing good example to his poorer brethren. When shall we reach such a high state of civilization as that?

DISCIPLINE

The wave of false sentiment which has spread over the country during the past thirty or forty years, has swept away all traces of national discipline, and has weakened the moral fibre of all classes to something very near vanishing point.

During that short time, thousands of irrational parents who were brought up properly themselves, on well established principles, have persuaded themselves that Solomon was little better than a fool, so far as his knowledge of children was concerned, and that the only way in which the future manhood of the nation should be trained is by love and kindness; which words appear to be the twentieth-century equivalents for apathy and moral cowardice; and to ignore the predetermined and unavoidable prior responsibility for their children during the time that they are not inside the school. The evil results of this change of opinion are evident among all classes of society; there is little discipline in the

homes, and no deference to elders or seniors; no discipline in the streets, and the fifth Commandment has been held in abeyance during a complete generation. The prompt and salutary correction by the police of boyish indiscretions is no longer permitted, and the laws are not respected. The discipline in the Army has suffered most seriously, and even inside the schools the teachers are only able to suppress disorder and to correct disobedience at the risk of being insulted by misguided faddists, and of punishment by a sentimental Bench. The effect of all this on the character of the boys, as well as on the loyalty and self-control of the nation, has been disastrous. But already a distinct change for the better is perceptible, owing to the appearance on the scene of the Boy Scout, whose system of training inculcates the invaluable principles of *self-discipline*, and bids fair to raise up amongst us a new generation of boys; and for this timely relief the nation is indebted to one single private individual. But it is distinctly wrong that remedial measures for our national shortcomings should have been so neglected by our rulers as to jeopardize the integrity of the Kingdom.

The constant complaint of business men is that most of the boys who go to them for employment want to arrange the terms so as to suit themselves only; and that after being taken on they prove unsatisfactory in some or all of the following ways: disrespect and want of manners, slackness and want of energy; want of alacrity in obeying orders, and

unwillingness to receive reproof; and they suggest that much of this trouble would be avoided if the schools, and the parents of the boys at those schools, were always kept in touch with all the business, trades, and professional, men residing in the same town, so that they could mutually assist each other in giving and receiving employment (notice of which would have been given beforehand), and in ascertaining each other's requirements. A few simple rules by the Board of Education to local authorities would ensure the previous preparation and the careful selection of capable boys for suitable employments, and would prevent much trouble and disappointment to all concerned, the object to be kept in view being the beneficial employment of every boy directly he leaves school. No elaborate machinery will be required.

Notwithstanding all the trouble taken by the teachers, there will always be a large number of lazy, good-for-nothing boys turned out every year who are "too big for their boots," and whose ideas of discipline were all left behind them in school; there is no demand for such boys anywhere, and they ought not to be let loose on the country.

Those of us who have been under discipline all our lives, and know the value of it, are not surprised at the disgraceful spectacle which our country has recently presented to the world, as the direct result of national indiscipline. The tendency of the present age of sham and pretensions seems to be chiefly productive of *unchecked* insubordination and law-

lessness, all of which are making for the disintegration of the Kingdom, and, possibly, also for the crowning disaster of civil war. Therefore, it appears to be the bounden duty of all loyal citizens, irrespective of party, creed, or profession, to follow as closely as possible the noble example set us by the Chief Scout, and do our utmost to assist in having the rising generation of boys and girls brought up in the way they should go.

The only qualifications necessary for the due performance of that work are a love of duty, a love for boys, and common sense.

A common question nowadays is "what do you mean by discipline?" If the querist is not satisfied with the meaning given in the dictionary, he may be referred to the self-discipline of the Scouts, which is the highest possible form, or he may be answered in the words of Mr. R. K. Crawford, as given in his admirable little book "School and Country": "Obedience, after the British fashion, which waits not to be bidden." And it will be well also to remember his opinion that the strength and discipline of our country depend on the strength and discipline of our schools. Furthermore, it is impossible to ignore the fact that British boys have a positive liking for discipline, whilst they are boys, and if it takes the form of what is called military discipline. To some folk that may seem a paradox, and others may call it "playing at soldiers"; but it is a fancy which ought to be made full use of, because they learn from it that only

those are fit to command who have first learnt how to obey. When once a boy becomes a "slacker" it is all up with him.

The old disciplinary rules of our childhood were contained in the well-remembered lines:

Speak when you are spoken to (Respect for Seniors).
Do as you are bid (Obedience).
Shut the door after you . . . (Good manners).
And you'll never be chid . . . (Reward. Not a bribe).

Where will you find those fundamental rudiments of discipline carried out, except inside the school-room, in any class of society?

One of the most effectual ways of teaching discipline (especially self-discipline) among British boys, is to encourage them to settle their small quarrels in the only way which they themselves approve and admire. If the natural outlet for angry passions is closed, they will certainly break out in some more disagreeable and more unmanly ways. No one should be allowed to punish for offences committed in school, or against school rules, except a duly qualified master, who alone is held responsible for the character of each boy under him, and who alone is able to fit the punishment to the offence. No prefect or monitor should ever be entrusted with such an important duty. Misguided people, who have been led astray by the platitudes of a few "cranks," little think of the future inevitable troubles of their sons who have had the misfortune to escape the natural and the only appro-

prate punishment for their offences, and which, after all, is the one form of it which any manly boy would choose for himself.

Good citizenship is founded on good discipline. Good citizens will, above all things, live at peace with their neighbours, by not provoking them or interfering with them needlessly in any way whatever, and by speaking civilly to all, whether rich or poor. The cultivation of such manners from childhood will, in time, permeate the whole nation, and the next generation of grown-up men will be less prone to interfere with the private affairs of other people or of other nations than is the case in these days. They would learn the practical meaning of treating others as they would be treated by them.

BOYS UNDER THE POOR LAW

THE following extracts from the Local Government Board Circular of 16th June 1910, addressed to Boards of Guardians, are worthy of special notice:

In the treatment of children under the Poor Law, the primary object to be kept in view is their education to independence of character and habits of industry. The considerations which apply to other cases of relief are not applicable in their entirety to the cases of children, whose pauperism is always due to misfortune and for whom the preventive and curative processes of help advocated by the Royal Commission offer the surest prospects of success. In the care of the children lies the most responsible, and at the same time the most hopeful, work of the Guardians.

The Board are much impressed with the advantages to be derived from the use of training ships, as a means of dealing with Poor Law boys.

Careful inquiries conducted by competent investigators show that emigration affords one of the surest means of extricating children from pauperism and the influence of evil surroundings.

Guardians should aim at placing children in situations which offer a prospect of permanent employment.

These are followed by a list of ten training ships (one of which, "The Exmouth," belongs to the Board), and detailed instructions regarding agencies and distributing homes in Canada, also rules regarding the after-care of children up to eighteen years of age. All of which are excellent.

There is accommodation for 700 boys on their own ship, "The Exmouth," and for 2,530 on the other ships, for boys of varying ages from eleven to sixteen and a half years, and they all pass on to the Royal Navy or the Mercantile Marine.

The last Official Return gives the following numbers:

Boys of school age in Poor Law establishments	
15th January 1911	24,753
Boys receiving education at public elementary schools	
	11,947
Boys receiving education at District Poor Law schools	
	2,116
Boys receiving education at Poor Law separate schools	
	5,722
Boys receiving education at workhouse schools	158

Boys receiving education at institutions (other than imbecile asylums and remand homes) belonging to the Metropolitan Asylum District	1,401
Boys receiving education at the infirmaries from special officers	274
Boys receiving education at industrial or technical schools, solely	795
	<hr/>
Total ...	22,413
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All these boys are well clothed, well fed, well housed, and enjoy many special advantages which are denied to the many thousands whose parents contrive to keep out of the workhouses; and those who are brought up on the training ships develop a physique and strength of character which stand them in good stead all the rest of their lives. As is the case with the Home Office schools, the suitable selection of employment and the after-care have proved to be two most important factors in their future life-work.

The emigration facilities which are enjoyed by Poor Law boys might advantageously be extended immediately to all others for whom no beneficial employment is obtainable at home directly they leave school, and such emigration, at the expense of the State, could be easily carried out by local authorities to the extent of the increase in the population.

FRIENDS AND HELPERS

TEACHERS

THERE is probably no other country in the world which can show such an extraordinary mixture of well-regulated private philanthropy and ill-considered public waste, as our dear, muddling old England—and nothing shows this more clearly than the treatment meted out to our working-class boys.

All friends are helpers, and all helpers are friends of our boys, but the chief place amongst them must be given to the teacher. Every teacher in a school is the devoted friend and helper of every boy in that school; but the position of the Head Teacher is unique, inasmuch as his influence pervades the whole, and all the others take their tone from him.

Many boys do not reciprocate that friendly feeling, and it is not until they leave school that they begin to understand the true meaning of that friendship. But there is nothing new in that; the same strange feeling of antipathy to the constituted authority has always existed, and will be found in every class of school in the Kingdom. The only danger is that the unreasoning parents frequently adopt the same line, and thus do infinite harm to the future prospects of their own children. It should, therefore, be the constant endeavour of other friends (such as school managers) to establish and maintain friendly relations between parents and teachers, and also between

those two and the various employers of labour in their neighbourhood, so as to help the boys to get employment on leaving school. In this respect, the local influence of the older "non-provided" schools gives them a great advantage over the more recent Council schools, but in neither of them are the arrangements so effective as in the Home Office, and Poor Law institutions.

It is the highly trained "teaching" qualifications of their teachers which ensures the more sound grounding of the elementary school boy than will be found in any other class of schools, and it is the want of that special training in the art of teaching which has always been, and still is, such a drawback to true education in the preparatory and other higher schools for boys of the leisured and wealthy classes.

The loyalty, patience, and zeal of the average elementary school teacher are extraordinary; but the numerous cases of nervous breakdown during recent years are a warning that his powers of endurance are limited. So that any departmental assistance which can be given him in his heavy clerical work will enable him to give more direct attention to the schooling of his boys, which is, or ought to be, his first care, as well as to the various unpaid extra duties, such as the feeding of necessitous children and the "after-care" committee work, which devolve on him.

A very important step in the right direction has recently been taken by the Order in Council, per-

mitting the formation of the Teachers' Registration Council, which will make for the unity of teachers throughout the Kingdom.

It must not be overlooked that the Teachers are responsible for the physical, moral, and intellectual training of the children of the nation, and, in addition to all that, they also teach them, during school hours, the correct way of playing all our national games, which generates the spirit of discipline, of corporate life, and of fair play. From which it will be seen that they do a very great deal more work of an exceedingly onerous and valuable nature than is done by five-sixths of the Members of Parliament, all of whom draw a very much higher salary. The mutual benefits of child and teacher are inextricably intermixed.

If we take the elementary school teachers individually, or as a corporate body, our estimation of them must be that they are a most extraordinary body of talented and devoted men and women, and it is scarcely open to question that the teaching profession, as exemplified by them, is the most important of all the professions. They are not all cast in the same mould, nor trained after the same model, therefore it seems a fatal mistake that they are not given more scope for the development of their own individualities and for imparting them to their pupils, or, in other words, for specializing along such useful educational lines as they themselves are most proficient in, and most capable of teaching to others. It is easy for any one to point

out certain sentences in the "Code" which permit great latitude in teaching, and also some choice of subjects; but it should be remembered that some classes of boys require a modified and more practical kind and degree of education than is necessary for those who have other vocations in view; and further, it should not be overlooked that the teacher has to conform to the wishes of the inspector under whom he may be serving. When, as often happens, these two requirements are not consentaneous, the teacher has to give way, and his boys suffer; but a sympathizing inspector will never attempt to check the activities of a zealous teacher. Most people who have studied the subject are agreed that all head teachers should be paid the same scale of rising salary, according to length of service, and *not* according to the numbers in the school; that they should be given much support in arranging their courses of study according to their own ideas; and that they should be placed on the regular Civil List. All of which would cause them to be treated with the increased respect to which they are entitled by reason of the important positions which they hold in the country as the trainers of British boys.

Few experiences can be more painful than those of a conscientious untrained assistant master, during the first year or two of probation at a private or public school or college, when he is endeavouring to teach himself his work of teaching, with a class, of impassive boys, and who is unable to judge from

their behaviour if his experiment is likely to prove a success or a failure.

He may be a complete scholar in every respect, but he now comes face to face with the hard fact that there is a very great difference between having full knowledge of a subject himself and having the ability to impart that knowledge to others in such a way that it shall interest them and shall remain fixed in their minds. If he is doubtful of his own powers to do that he will probably resign his place and try some other line. But there are many men who are not troubled with such conscientious scruples, and who have grown gray in that noble profession at the expense of their pupils, without knowing anything more about teaching than they did at their first attempt. Who amongst us has not regretted the time wasted under such men?

The Board of Education, to their great credit, have wisely set their faces against the employment of untrained teachers in any department of our elementary schools, and all that seems necessary now is to curb their ambitions to compete with the secondary schools, and to curtail their somewhat natural partiality for display, so that they may be able to devote themselves to the more serious business of preparing each boy to take up some useful life-work after leaving school.

After the teacher—if not before him—we ought to be able to put the Board of Education, but that is impossible. Their intentions are no doubt good, but they fail to act up to them, and they appear to

be afraid to do so; so until they can overcome that needless fear they must be content to be bracketed with the Army as being the worst friends of our boys.

But their place is easily and worthily filled by the Home Office which, in 1854, passed their first Reformatory Schools Act, on the lines originally laid down by the Rev. Sydney Turner, *eleven years before*, and adapted from the French Institution established by Mr. Demetz, at Mettray, in France. It is distressing to think what an unprogressive nation we are, and how long we take over our movements, but it helps to an explanation of many of our mysterious eccentricities, such as the payment of many millions sterling for the maintenance of a defensive army which is not to commence its war training until war is declared, and for an educational system which does not educate.

It would be impossible to give the names of the many great men who have been real friends and benefactors to our boys, even if we only went back as far as Arnold the educationalist, and Barnardo the philanthropist, but even if that was done there would not be found one greater than Baden-Powell.

BOY SCOUTS

FOR the benefit of those who may have forgotten what are the principles of the "Boy Scout Association" it may be well to give a short summary

of them here, as they are published in the Head Quarters Gazette. The aims of the founder are, to form character; to train boys in habits of obedience and observation; to qualify them for satisfactory employment at home and in the over-seas dominions; to make them more helpful and thoughtful to others, and more valuable citizens. The association acts through Churches and existing organizations for the welfare of the youth of the nation, if they will avail themselves of its system of training. It is not connected with any particular Church, but it is expected of every scout that he shall belong to some religious body and regularly attend his own place of worship. The formation of denominational troops is in every way facilitated, and every such troop may have its own chaplain, duly approved by the proper ecclesiastical authorities, with an absolutely free hand in the matter of religious instruction and exercises, which authorities will also be responsible for the recommendation of the scout-master to train the troop.

In the "Scout's Promise" the obligation of duty towards Almighty God is put in the first place as the necessary foundation of the whole.

There is no connection with any military, political or secret party or society, nor with any other association which is not based on the three-fold promise of the scout, and on the instructions contained in "Scouting for Boys" by Sir Robert Baden-Powell. There is no affiliation with any bodies omitting the first part of the "Scout's Promise."

So it will be clear to all that the Association has a distinctively religious and utilitarian bias, and is opposed to militarism in dress, in movements, and in every other way, and it is the only available means we seem to possess for carrying out any lasting social improvement in this distracted country. The only hope we have for regenerating England and maintaining our position in the world depends on our ability to bring up our boys (of all classes and grades of society) in the principles of that Association, *and to keep them steadfast in them until the age of manhood.*

What kind of feeling is it which prevents some of our large public schools from adopting those principles and which leads to the supposition that patriotism and civism have not the same meaning for them to-day as they had in former years; or which caused one of them to suppress some patrols which had been formed amongst the day-boys?

The County Secondary School at Harrow is setting them a fine example by enrolling every one of the 200 boys as scouts unless the parents have conscientious objections. The head master finds that many of the branches of knowledge for which scout badges are given are distinctly allied to school work, and he believes that *this boy brotherhood will crush out snobbery, which is the curse of our land.* All of which will be heartily endorsed by those who are striving in any way to improve British boys. It may interest some of them to read the opinion of a distinguished Frenchman, as pub-

lished in the French journal "L'Education" for September 1911.

It is quite possible that the Scout Movement may remain, in the moral history of humanity, as the most important phase of the second decade of the twentieth century, not only the most brilliant, but also the most solid achievement for the welfare of the race, having for its object the encouragement of civic virtue, the cultivation of a sense of honour, and the development of moral progress; all these welded together in the daily practice of religious exercises and thought.

We must all earnestly hope for the fulfilment of that prophecy.

In Ireland an opposition scout movement has been started under the baneful auspices of the Land League, which may be called the "Home Rule" scouts, in which the boys are taught only disloyalty to the King, and undying hostility to England. That is a foretaste of what will be the condition of Ireland if she is given over to the Land League.

THE BOYS' BRIGADE

ESTABLISHED in 1883 for boys between twelve and seventeen years of age; for the promotion of habits of obedience, reverence, discipline, self-respect, and all that tends towards a true Christian manliness. It is composed of companies, each of which is attached to some Christian organization, which has full control over the religious instruction.

The present strength in the United Kingdom is 1,386 companies, comprising 6,429 officers, 2,204 staff-sergeants (all of whom are "old boys"), 384 band instructors, and 61,660 boys, each of whom is fit at the age of seventeen to leave the brigade, fully equipped to take his place at home or abroad in the battle of life. Besides these, there are 964 companies in other parts of the world, which complete a grand total of 11,000 officers and staff-sergeants, and 110,000 boys. There are 611 scouts who have passed the 2nd class examination, and 52 in the 1st class. All ranks wear a military uniform, and the organization and drill are also military, as this is considered to be the best means for securing the interest of the boys, and for promoting among them such habits as the brigade is designed to form.

All who have seen anything of any of these companies will bear witness to the excellent work which is being done by them.

THE CHURCH LADS' BRIGADE

THIS organization was established in 1891, and incorporated in 1893 for similar purposes; but the two chief points of difference between it and the boys' brigades are that it is purely a Church organization, and it deals with lads from fourteen to full nineteen years of age; and it is recognized to a certain extent by the War Office, although it offers no sort of encouragement or inducement to the lads to join the Army.

It comprises 1,262 companies in England and Wales, 9 companies in Scotland, and 39 in Ireland, with a total strength of about 50,000 lads, and also 69 colonial companies. There are 265 patrols of incorporated Church scouts. The uniform, equipment, and training are military, but there are still 60 companies without carbines.

The Council appear to be working in the spirit of the words of one of its members: "In these democratic days, surely, boys of our Church lads' brigade are to us what our own sons at the public schools are, they are necessary for the welfare of the country and of the Church." And the same might be said of the Roman Catholic, or the Jewish boys' brigades.

NAVY AND MERCANTILE MARINE

A STUDY of the Royal Navy Estimates for 1912 discloses the following interesting facts. The supply of both boys and men, for either the seaman branch, including stokers, or the Royal Marines, is so plentiful that the Navy is able to pick and choose. The total number of boys for sea service, in training for the seaman branch, and also for the artificer class, is raised from 7,073 in 1911-12 to 7,478 in 1912-13. These boys are entered for training as seamen, between the ages of $15\frac{3}{4}$ and $16\frac{3}{4}$, not any younger. They must be of good character, and must have the written consent of parents or guardians. Boys

who have been in prisons or in reformatories are not received, but industrial school boys of very good character may be entered. From this it will be seen how difficult it is to get a boy into the Navy who has been at an inland elementary school and has left it at the age of fourteen years. Boys between $13\frac{1}{2}$ and 16 are entered twice a year, after examination in April and October, for training in H.M. Dockyards as *Naval Shipwrights*, which is a very fine line for a clever boy, and will be noticed again further on. The *Royal Marines* are under the Admiralty (lucky men)—not under the War Office—and are our finest and best cared for soldiers; but their earliest age, for growing lads, is seventeen years, except for the bands, in which a boy with musical ability *may* be accepted at fourteen.

Youths between sixteen and eighteen are entered for training as domestics, cooks, etc., at the Home Ports Depots, and at the Royal Naval College, Greenwich.

We pride ourselves on being a seafaring nation, and we have every reason also to be proud of having at the Admiralty a body of patriotic and capable men, who make it part of their business to keep in constant touch with the requirements and wishes of the people, and to maintain the high reputation and universal popularity of the Royal Navy.

It is to their wisdom and foresight in having the boys caught when they are young, and put through a course of practical professional training, that the country is beholden for the finest and most efficient

body of officers and seamen in the world; and it is their wise and generous treatment which enables us to show such splendid soldiers as the Corps of Royal Marine Artillery and Royal Marines. There is no apparent reason why the Army should not obtain equally good results, if they worked in the same sensible and patriotic manner.

An interesting fact, which may possibly be unknown to some people, is that 1,000 sons of seamen and marines are now receiving an excellent education, and are maintained free of cost at the Royal Hospital School at Greenwich. Also that 100 boys and 150 girls are maintained at the cost of Greenwich Hospital funds at their various "Homes."

The conditions of service in the Royal Navy and Marines require candidates to enter for twelve years' continuous service; if of good character they can re-engage to complete time for pension, and at the expiration of thirty-three years' qualifying service they can take their pensions for life, or, if they wish it, and are found in all respects fit and desirable, they can continue to serve to the age of fifty with an increase of pension for each year's service as a petty officer with a very good character.

Men not wishing to engage for twelve years' continuous service afloat may enter for a maximum period of five years, and complete their twelve years in the Reserve. An annual grant of £22,000 is made to assist those who have no pensions, or whose pension is small. No wonder the Navy is popular.

THE NAVY LEAGUE

THE Navy League maintains a training home at Liscard, near Liverpool, and training brigs for boys have been founded at Windsor and Eton, at Reading and at Hammersmith (the Stork). It is intended to extend the system of training brigs to many other branches of the League.

The Admiralty have their own training ships Cornwall, Cumberland, and Racer, for naval cadets, and also the Ganges 1 and 2, Fisgard (4 ships), Impregnable (3 ships), and Indus (3 ships) for boy artificers, etc.

Of the other places where boys are trained for a sea life, mention may be made of the seven ships and three nautical schools maintained by the Home Office which during the past three years have given 283 boys to the Navy, and 643 to the Mercantile Marine.

The Marine Society and National Refuge's ships, Arethusa and Warspite, for 240 and 500 boys of good character, respectively, also the Chichester.

The famous Mercury commanded by the equally famous Mr. Fry.

The London School Board ship Shaftesbury, off Grays, for 400 boys.

The Metropolitan Asylums Board ship Exmouth for 700 boys.

The Watts Nautical School and the ship G. L. Munro, at Yarmouth, for 300 Barnardo boys.

The new Boys' Naval Brigades originated by the Marquess of Northampton, which to the number of between 700 and 800 were reviewed by the Lord Mayor of London at Kilburn Rink on 2nd March last year.

The new club and naval training brigade, started by Mr. and Mrs. H. Fuller of Palace Court, and already numbering several hundreds of boys.

It is reported that there are 40,000 foreigners serving in our Mercantile Marine, and earning something like two millions sterling of British money yearly, while at the same time there are more than that number of equally capable British boys on the verge of starvation, all of whom could and would be profitably employed on board those vessels, if they were taken in hand and trained for the purpose, at all of our seaport towns which are not doing so already. Here is where real patriotism, public spirit, and true economy come in. A very little rightly directed energy, and a very little wisely expended money, could clear off this national reproach by the end of this year. Most of our large inland towns would also benefit greatly by joining hands with some of the smaller seaside towns in establishing and maintaining training ships.

If any one can suggest easier or better ways for manning our merchant ships, and for providing permanent employment for our poor boys at the same time, let him do so now, or for ever hold his peace.

Would it not be a glorious day for England

when we could see every employable boy earning his living by honest work? It is not the lack of employment that fills the streets of our towns with unemployed men and boys, and with bad characters of all sorts, but it is the want of far-seeing mental energy and unchangeable tenacity of purpose, which have hitherto caused us to shrink from applying any pressure on those who have shirked honest work, after having received a free education at our expense.

The remedy appears to be simple, to be easily applied, to be merciful, and to be economical.

Which town will now lead the way in starting a training ship?

It seems necessary that the Treasury should make sufficient grants to shipowners, to enable them to enforce better arrangements for boys on board ship, and a scheme should be drawn up by the Admiralty for the standardizing of the sea training for boys throughout the Kingdom and the Empire.

THE ROYAL DOCKYARD SCHOOLS

THESE are probably the most remarkable schools in the Kingdom. The two principal ones are located at Devonport and Chatham, and there are smaller ones at Portsmouth, Sheerness, Pembroke, and Haulbowline, accommodating in all 1,077 pupils, besides 120 yard-boys at Devonport, and about eighty at Chatham, for whom there is at present

no room available, and who attend outside evening schools. Only apprentices and yard-boys ranging from fourteen to twenty years of age attend these schools (dockyard); no adults attend. The schools do not come under the Board of Education, but are under the Admiralty, and are supported from the Navy Vote. Sir Alfred Ewing, K.C.B., M.A., the Director of Naval Education, is responsible for them.

Two classes of boys attend these schools, viz., apprentices and yard-boys. The former enter by periodical competitive examinations held by the Civil Service Commissioners, and are indentured for six years, whereas the latter are entered into the dockyard, as required, without examination. At each dockyard there are two schools, the upper one is attended by the best apprentices for two afternoons, and three evenings each week (twelve hours in all), and also by the worst apprentices, for one afternoon, and all these latter, together with all the yard-boys, attend the lower school for two evenings each week. The entrance examination is an open one, and the lads are generally drawn from the district elementary schools, which have special classes of instruction for that purpose, a system which appears to have a noticeable effect in raising the standard of education in all dockyard towns. The pay begins at four shillings a week and rises by increments of two shillings per annum, to fourteen shillings a week in their last (6th) year of servitude. The competition is very keen—about 400 candidates for every 100 places.

All apprentices are obliged to attend school for one year, at the least, and may attend for two, three, or four years, according to progress; and the trades they are taught are those of a shipwright, engine fitter, electrical fitter, blacksmith, boilermaker, joiner, and a few others. They are all trained so as to make good mechanics in the dockyards, but a few of them (6 in 100) pass on to the Royal Navy after five years' more training there. Ultimately the best of them become professional officers, and, during the past fifty years (so it is said) the directors of naval construction, who have held that post for our Royal Navy and have set the fashion in warship construction for the whole world, commenced their careers in these dockyard schools. A careful study of any of the recent examination papers, and also of the syllabuses for the upper and lower schools, will show the very high standard of work, both theoretical and practical, which is done at these schools, and which is so little known by those who are engaged outside the Admiralty services.

THE GENERAL POST OFFICE

THE General Post Office has corrected the serious mistake which was made a few years ago, and is now doing real good work for our boys. There will now be a permanent establishment of 14,000 boy messengers, and it is estimated that 2,350 will be

the average number for whom higher employment will be found each year, besides about 160 who will be absorbed as wireless telegraphy operators in the Royal Navy, or as engineers.

It is not generally known that this department reserves one half of the appointments as postmen for retired army men, so that if a lad enlists in the Army after having done some years of good work in the Post Office as a messenger, he may feel pretty sure of re-employment there, after the completion of his Army service.

Such a patriotic branch of our public services will always be well served.

The Army Service Corps and the Royal Army Medical Corps offer special advantages for such men, and will have vacancies for 1,100 and 620 recruits respectively each year.

RAILWAYS

MANY people are unaware of the extent to which our boys are helped by the great railway companies of the United Kingdom.

According to the last Board of Trade return, the total number of railway employees is 608,754, and of these 43,584 are boys.

It is also reported that there are over 100,000 employees (including the boys) whose standard wage does not exceed £1 per week, and also that there are 463,019 who earn on an average 25s. 9d.

a week, excluding any allowances or advantages. Some of these advantages are as follows:

The employment is permanent—which is of great importance to all working men, and especially so to the unskilled.

There is opportunity for promotion from any grade to any grade if ability and industry warrant it.

Free clothing. A long article in *The Railway News* of the 19th of August 1911 gives the fullest details of the free uniforms and clothes supplied to twenty grades of railway employees, from station-masters to van-boys, including guards, shunters, brakesmen, signalmen, messengers, porters, and others; on a most liberal scale.

On most of the lines, boys are employed from fourteen years of age.

Compare these terms with the limited service in the Army, or with the 956,185 agricultural labourers, whose average weekly earnings vary from 9s. 3d. to 20s. 9d. *including all* allowances in kind.

EMIGRATION

MANY people object strongly to emigration as a means for providing for our boys, because, they argue, we shall want every one of them for rural and other industries later on; and there is a certain amount of sense in their argument. But they do not show how our surplus children are to be provided for during the years which may elapse before

they are so wanted; and they do not like to admit that every British child who is emigrated under a recognized system to one of the great over-seas dominions is an additional source of strength to the Empire.

It is calculated that there are close on 350,000 children (half of whom are boys) in this country, who are dependent on the rates or on charities, and who for the most part would be more likely to get a fair start in life if emigrated than if they remained at home. It is bad for England that it should be so, but it is good for the Empire and for the children, and there is little doubt that the systematized emigration of children will continue and will increase, until the conditions of their lives at home are made more tolerable by the removal of some of our insular prejudices.

What action has the State taken in connection with the emigration of children, apart from that already shown?

We know that a single payment of £20 to one of the emigration agencies will cover all expenses connected with a child up to the age of sixteen, by which time they would be able to earn an independent livelihood; and we have the reliable authority of Earl Grey that there are eight applications from registered, selected families throughout Canada for every British child arriving in that country. Much splendid child-emigration work has been done during the past twenty years or more by Mrs. Macpherson of Manchester, Dr. Barnardo, and many

other real friends of our boys; and Brighton appears to be the only town reporting unsatisfactory results.

During the year 1911 Barnardo's Homes emigrated 1,002 children to Canada, making a total of 23,622 in that country, of whom 98 per cent. are reported to be doing well, and out of 1,707 Poor Law children, satisfactory reports have been received of 1,600.

The arrangements in Australia and New Zealand are not quite so far advanced yet as they are in Canada, and many desirable emigrants are needlessly frightened by their greater distance from England, but that cannot affect young people who intend to make their homes in those countries.

The work accomplished by the Salvation Army is beyond all praise, and has received official recognition by the Canadian Government. Many extra-squeamish people object to their methods, but they must admit that they are much more popular amongst the deserving unemployed classes, than are the more inquisitive formalities of the Charity Organization Society.

A most satisfactory report has just been received of the first year's working of the experiment which the New Zealand Government undertook to prove the suitability, or otherwise, of British town lads for colonial farms. It will be remembered that a party of fifty boys were chosen, between the ages of sixteen and twenty, half of them from the East End of London, and the rest from Liverpool, and were apprenticed by the New Zealand Labour

Department to employers at graduated rates of pay. Only ten of them are reported to be failures, *and all of these were over eighteen years of age*. The report shows that the others make admirable farm workers, and have considerable sums of money to their credit. "They are quick and active, receptive and hardworking. They have nothing to unlearn, but, coming to their work with an open mind, can learn, settle, and then marry."

THE ARMY

THE Army Report for the year ending 30th September 1910 supplies us with many curious and undeniable facts, especially in connection with the national physique. We gather from it that only 63,751 men and boys expressed a desire to enlist, as against 75,630 in the previous year. Out of that number 31,938 were rejected straight away for medical and other reasons, and a further lot of 3,323 were rejected after attestation, and eventually only 26,386 were enlisted. Of these, there were 757 boys under 15 years of age, 700 more between 15 and 16, and 86 more between 16 and 17, most of whom were probably from the Home Office schools as trained musicians.

It is noticeable that out of 2,033 boys who presented themselves for enlistment as "boys," only 307 were rejected, whereas out of 61,718 lads and men over 17 years of age, there were 34,954 rejec-

tions, which points clearly to the serious deterioration going on daily during the three years after leaving school, before a boy is old enough to be enlisted.

Again, we see the weak point of our miscalled "voluntary" system, which permits of 18,629 (boys excluded) being enlisted before they are 20, and 21,650 under 21 years of age, whereas in foreign armies no soldier is enlisted until he is of full age and full grown. The consequence is that on war being declared, all their men are fit to go on active service; their Reserve remains as a true Reserve, and their armies are representatives of the real manhood of the nations; but with us it is quite different, as our Reserve is at once used up to fill the vacancies caused by weeding out all the immature lads who are unfit for active service, being thus transformed into a "Substitute," and the country, which has been paying for a Reserve, is left without one at the critical time when it is required, and our army is not in any way representative of the true manhood of the Kingdom.

We also learn on page 166 of the Poor Law Commission's Boy Labour Report, that 4,072 of the would-be recruits described themselves as "carmen," and that no less than 1,374 of them were rejected as unfit.

The Army possesses great attractions for boys of a certain temperament, so long as they are boys; but those attractions cease as soon as boys begin to grow up, and find out that for most of them

there is no chance of continuity of army service, and that it practically leads to nothing, being virtually a "blind alley" service, and a permanent source of supply to the "unemployables." So it has become well known that "the Army is the last resort of many a starving youth, and it is a painful comment on van-boy labour that no less than 53.7 per cent. of London recruits begin life as van-boys or errand boys."

The unpopularity of the Army amongst all classes of society in England is an undoubted and a most deplorable fact, and is a marked contrast to the extreme popularity of the armies in most other countries, and also of our own Navy. But that unfortunate feeling could be easily and quickly reversed, if the authorities would only stir themselves to take a more direct interest in the welfare of the nation, and particularly in the two classes of boys whose services they wish to obtain later on, either as officers or as privates; to get more into touch with the people generally by the establishment of good combined military and industrial training schools in most of the large towns, for the special benefit of all those lads who leave our elementary schools without having any definite employment to take up as their settled life-work, such schools to be worked after the manner of the Home Office institutions; and by giving more generous terms of service to the rank and file, so as to enable them to adopt soldiering as their permanent life-work.

There are many thousands of boys, both good and bad, rapidly going to ruin, on the streets of our towns to-day, who could and would be doing honest and congenial work as long-service soldiers of the finest possible type, if only the requisite small amount of trouble had been taken to have them collected and trained for three years after leaving school, and then drafted into the ranks of the Army. It is all nonsense to talk nowadays about either our "voluntary" service or our "Reserve," when it is a matter of common knowledge that a private soldier is compelled to join the Reserve after completing his seven or eight years in the ranks, and is turned adrift altogether on completion of his full time of twelve years, and that on the declaration of war the "reserves" will be used up as substitutes for the "unfits" who are receiving full pay as efficient soldiers, yet being inefficient.

Let us see what the Army has ever done for the benefit of British boys. There is the famous "Duke of York's Royal Military School," a truly magnificent institution, which dates from 1803, for 510 boys, *sons of soldiers*. Then there is the equally famous "Royal Hibernian Military School" in Dublin, chiefly for Irish boys, *sons of soldiers*, which was originally founded by the Church of Ireland in 1765, and takes 410 boys (and thirty-two students) *up to the age of fourteen*; those who are selected as band-boys or as monitors remain until fifteen and sixteen respectively. And there is

also the "Queen Victoria School" at Dunblane, N.B., for the sons of Scotch *sailors and soldiers*, to hold 275 boys, which was erected by private subscription as a memorial to the late Queen Victoria.

All these three are run on somewhat similar lines, and are maintained by funds which are annually voted by Parliament. The affairs of the schools are managed by boards of commissioners who are appointed under the provisions of Royal Warrants, and the names are published in the Army List; but it does not appear that the Army can claim any credit for what has been done for those military schools.

In the class of elementary schools, the only one which can be ascertained as having a special military bias is the Newport Market Army Training School at 74 Coburg Row, Westminster, which is now mourning the loss of the late able superintendant, Mr. S. H. Bond. It was founded in 1865 by a committee of which the Right Honourable W. E. Gladstone was president, and the late Lord Salisbury was vice-president, for the purpose of feeding, clothing, housing, and educating orphan and destitute boys between the ages of ten and fourteen, so as to fit them as musicians for the Army. There is accommodation for ninety boys only at present, and they are well instructed in music, military drill, tailoring, etc. The school is maintained by donations from some of the City Corporations and Companies, and by private subscriptions, and it richly deserves the support of all

who are interested in British boys. It is a real good institution, and it has already passed over a thousand boys into the Army, many of whom are holding good positions, such as bandmasters (six), and band sergeants, etc. Field-Marshal H.R.H. The Duke of Connaught is the president, and is associated with many distinguished vice-presidents, and a strong working committee of eminent men.

What a grand thing it would be if the size of the school could be doubled, and if similar schools could be started in all our large cities. But it would be better still if they were started and maintained by Government, so as gradually to dry up the sources from which the troublesome and expensive army of "unemployables" is recruited.

Want of space prohibits any detailed reference to such well-known institutions as Dr. Barnardo's Homes, the Church Army Homes, the Waifs and Strays, the Gordon Boys' Homes, the Salvation Army, or to a full score of smaller but not less useful places of a similar kind throughout the Kingdom. But it would not be right to pass unnoticed the invaluable work which has been, and still is being, done by the following (out of many) associations.

The Workers' Educational Association which was established in 1903 and now embraces hundreds of trade unions, co-operative societies, Adult Schools, working men's clubs, University bodies, local education authorities, and societies of all sorts interested in the education of working people.

The Apprenticeship and Skilled Employment Association, at Denison House, Vauxhall Bridge, London, is the centre and clearing-house of a system of local apprenticeship committees engaged in watching over the industrial welfare of young people, and has for some years past occupied a unique position in the field of juvenile labour.

The Mansion House Advisory Committee for Boys, which was inaugurated in June 1910, and has already made rapid progress in pursuance of its object—the welfare of the lads attached to the great boys' organizations of the Metropolis—is in friendly co-operation with the Social Welfare Association, the Agenda Club, the National Institution of Apprenticeship, the Church Army, the Apprenticeship and Skilled Employment Association, the Cadet Force, National Reserve, and other bodies, and the committee now claims to represent practically all the organizations for boyhood between fourteen and eighteen years of age.

Little appears to be known, outside London, of that promising institution known as *The National Association of Old Boys' Clubs* which, if it spreads to other cities and large towns and is wisely conducted, will doubtless do much good by encouraging union, cohesion and many other national virtues, which are now chiefly conspicuous by their absence, amongst that particularly gullible class of boys, who on first release from school life are so easily lead into bad ways, from which they cannot afterwards easily escape.

The Citizen Boys' Guild, as started by Mr. George Montagu, a member of the Borstal Committee of the Aylesbury Prison Board, after the model of the famous "George Junior Republic," at Freeville in the New York State, is an interesting experiment, which, under the skilful direction of such an experienced man, ought to work wonders amongst our boys, and now that it has attracted the special attention of the Chief Scout (whose farm school in Sussex has been such a success) who recently visited Freeville himself, we may safely assume that if the scheme is likely to be beneficial to our boys, it will be gradually adopted.

The Homes for Little Boys at Farningham and Swanley, for 4,000 little sons of necessitous widows, are deserving of special notice here, and also of greatly increased public support, on account of the very commendable work which has been done in them for over forty-eight years. In addition to the ordinary school teaching there are boot-making, printing, and other shops, in which the boys are taught useful trades, and there is also a separate cottage, which was given by Lord Glenesk, in which some of them receive training for the Maritime Marine. All the boys appear to be fully equipped for the battle of life on leaving the school, and to be doing well in many parts of the world. The homes are supported by voluntary subscriptions, and the cost of each boy is £29 a year, so it will be seen how urgently more help is required.

Five boys who were left orphans by the Titanic disaster have been admitted to them.

The last to be noticed here will be the interesting experiment which has just been started by the Shipping Federation and the Marine Society, for the encouragement of shipowners to carry apprentices on board their ships, and to train them up as British seamen for the British Mercantile Marine instead of employing foreigners. It certainly does seem curious that a nation which has such a long and such a famous record for nautical and commercial superiority should at this late hour be trying experiments of such a nature. No honour can be too great for the patriotic people who have started the experiment, and it will be a lasting disgrace to us as a nation if it is not carried through successfully, and adopted throughout the Empire—beginning with England.

There we have a rational remedy for an urgent national need, which could easily be legalized and brought into operation in a few days' time, but which may possibly be indefinitely postponed, owing to the procrastinating methods of our parliamentary procedure.

There can be few who will dispute the truth of Mr. W. H. D. Rouse's recent statement that "there is nothing in England now that would be a better investment than to spend millions on the training of children, nothing that would earn a nobler immortality for a rich benefactor."

THE FUTURE CHANCES OF WORKMEN TO BECOME EMPLOYERS

THIS subject, of such vital interest to all working men who are ambitious to rise in their respective callings, has commenced to attract the attention of scientific men. On 16th January 1912 a valuable paper was read before the Royal Statistical Society on the results of the inquiries made by Professors S. J. Chapman and F. J. Marquis to discover the degree in which the employing classes are recruited from the wage-earning classes in the Lancashire Cotton Industry. In the *manufacturing* division of the industry it was found that 63 per cent. of the employers had themselves risen from the operative classes, or from classes earning no more than operatives, and in the *spinning* section the percentage was still higher.

Of course, it must be remembered that the cotton industry is a very exceptional and a highly organized trade, and that the operatives are nearly all engaged in *skilled labour*, and it is not to be expected that such satisfactory results could be obtained in other industries where a much larger proportion of the employees are unskilled. But the importance of the inquiry and the significance of the results will be obvious to all, and the chairman's hope may be repeated here, that Professor Chapman's example will be followed by other experts, so that a more accurate judgement may be

formed as to whether or not under existing conditions there is a greater chance than formerly for operatives to become employers. Such knowledge would be useful to a boy before selecting his future life-work.

Twelve years' careful study of this difficult subject in England, Scotland, and Ireland, besides three months of officially-assisted investigation in German schools, leads to the conviction that there need be no lack of employment in this Kingdom for all our boys who are mentally fitted for work of some sort, if our rulers would only concentrate their attention on this national question for a time, and insist on prohibiting any of them from remaining unemployed after leaving school. There are many for whom emigration is desirable in their own interests, and for whom there is great demand in other parts of the Empire; but room and employment ought to be found in Great Britain for nearly all her sons, so long as the present population is not exceeded.

But there does not appear to be much hope of obtaining that requisite concentration from any ministry, unless and until there is a genuine demand for it by a newly-created national spirit, such as was foreshadowed by Major Sir Alexander Bannerman, R.E., in his lecture delivered at the Royal United Service Institution on 6th April 1910. The object of that lecture was to show how the creation of such a spirit in Japan enabled that comparatively small nation to save herself from being destroyed by Russia; and, amongst other

things, we learn from it that in the years 1574-5 there were in England and Wales 1,172,674 trained armed men-at-arms, or nearly one fourth of the population. Now we can show a paper strength of only about 166,000 at home and abroad (not counting India), and about 200,000 so-called Reservists.

It would be an inestimable boon to our country if such a national spirit could be created in Great Britain; it would allay all dread of war, and would tend to suppress that national nervousness and suspicion which are so irritating to other nations; and it would secure peace, the peace which is born of respect between us and our neighbours.

And no one can doubt that such a spirit could be formed amongst us in time, but it must first be formed in the upper classes—*noblesse oblige*—before it can be expected to permeate the masses. It would, perhaps, be hopeless to attempt the conversion of those who have grown up with the fixed idea that the sole aim and object of life is amusement; but it is possible to check those vicious tendencies in the young and to substitute something more manly, more profitable, and very much better in every way, by the combined patriotic efforts of all our great public and private schools, simultaneously, throughout the whole Kingdom, without regard to religion or party politics. For what, after all, is that national spirit but the quintessence of patriotism, which inspires each individual to sink his personal opinions and to throw himself whole-heartedly into the task of helping his country at all times, and which is the

inevitable result of the highest form of universal discipline? Major Sir Alexander Bannerman has shown us clearly that if we seek for the origin of Japanese discipline, we shall find it in their elementary schools. What is there but national apathy which hinders us from attaining the same high standard?

If any words in the foregoing pages will tend towards the raising of such a spirit, or will help in any way to ameliorate the circumstances and prospects of our working-class boys, and to make them grow up to be more manly men than their fathers are, the object of the writer will have been achieved.

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